

# WIOA State Plan for the State of Utah

## Overview

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system. The publicly-funded workforce system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all jobseekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

## Options for Submitting a State Plan

A State has two options for submitting a State Plan — a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult Program (Title I of WIOA),
- the Dislocated Worker Program (Title I),
- the Youth Program (Title I),
- the Adult Education and Literacy Program (Title II),
- the Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by title III), and
- the Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II and III of this document) where specified, as well as the program-specific

requirements for that program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
- Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et seq.)
- Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))\*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

---

\* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

## How State Plan Requirements Are Organized

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section.

This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:

- State Strategy Implementation,
- State Operating Systems and Policies,
- Assurances, and
- Program-Specific Requirements for the Core Programs, and
- Program-Specific Requirements for the Combined State Plan partner programs.

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.\* While discussion of and strategies for every target population is not expected, States must address as many as are applicable to their State's population and look beyond strategies for the general population.

---

\* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

### **Workforce Innovation and Opportunity Act (WIOA)**

The vision of WIOA is to achieve and maintain an integrated, job-driven workforce system that links our diverse, talented workforce to our nation's businesses and improves the quality of life for our citizens. To accomplish this:

- The needs of businesses and workers drive workforce solutions
- The workforce system supports strong regional economies
- One-Stop Career/Employment Centers provide first-rate customer service to job seekers, workers and businesses

This is reflected in six overarching goals:

- Increase access to education, training and employment—particularly for people with barriers to employment
- Create a comprehensive, high-quality workforce by aligning workforce investment, education and economic development
- Improve the quality and labor-market relevance of workforce investment, education and economic development efforts
- Promote improvements in the structure and delivery of services
- Increase the prosperity of workers and employers
- Reduce welfare dependency, increase economic self-sufficiency, meet employer needs and enhance the productivity and competitiveness of the nation

### **Utah's Vision**

A strong economy depends on a world-class workforce. Utah will continue to enhance and expand collaborative efforts with employers, educational institutions and government agencies through business development and partnership in key sectors and occupations to make this happen. Through its implementation of WIOA, Utah will increase access to and opportunities for the

employment, education, training and support services that individuals—particularly those with barriers to employment—need to succeed in the workforce.

## **Partners**

The role of the core partners is to ensure that employment and training services are coordinated and complementary, and that job seekers can acquire the skills and credentials that meet employer needs.

Core partners include:

- Adult and Dislocated Worker Program
- Youth, Wagner-Peyser Act programs
- Adult Education and Family Literacy Act programs
- Vocational Rehabilitation programs

Under WIOA, partners that are jointly responsible for workforce and economic development, educational and other human-resource programs collaborate to create a seamless, customer-focused one-stop delivery system. The required partners must collaborate and align their services to enhance access for job seekers and businesses.

Required partners include:

- Senior Community Service Employment Program (SCSEP)
- Veterans job counseling, training and placement services
- Career and Technical Education (CTE)
- Trade Adjustment Assistance (TAA)
- Community Services Block Grant employment and training activities
- U.S. Department of Housing and Urban Development (HUD) employment and training programs
- Unemployment Compensation programs
- Programs authorized under the Social Security Act Title IV, Part A (TANF)
- Job Corps
- National Farmworkers Jobs program

## **Statewide Input**

Utah's State Workforce Development Board (SWDB) led the development of Utah's Unified Plan. The SWDB created workgroups assigned to craft required sections of Utah's plan and to work together to ensure the vision and goals established by the Governance Committee provided the base for the strategies, activities and services outlined in the plan. Input was solicited from government agencies, nonprofit organizations, local government, employers and elected officials. Utah's plan was presented at six town hall meetings throughout the state, and available online for public comment.

## **Strategic Plan**

Utah's plan includes strategies to achieve its vision and goals. The foundation of Utah's plan is built upon utilizing data, partnerships and its resources to implement strategies that support operations in providing services to individuals and employers. Utah is committed to changing and/or adjusting its strategies as needed to meet the state's workforce needs.

Workforce development activities include:

- Identifying targeted industry sectors and occupations; aligning programs and services to support them; and ensure involvement from business and education partners
- Setting collaborative performance goals, sharing information/data and working together to resolve problems and address any gaps
- Collaborating and coordinating on training, marketing and feedback
- Utilizing existing committees, workgroups and programs while working to align and share resources when it is appropriate
- Holding regular SWDB and committee meetings as required by Utah's plan

## I. WIOA State Plan Type

**Unified or Combined State Plan.** Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

**Unified State Plan.** This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program. **Yes**

**Combined State Plan.** This plan includes the Adult Worker Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program as well as one or more of the optional combined State Plan partner programs identified below. **No**

### Combined Plan partner program(s)

Indicate which Combined Plan partner program(s) the state is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) **No**

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) **No**

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) **No**

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))) **No**

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) **No**

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.) **No**

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) **No**

Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)) **No**

Employment and training activities carried out by the Department of Housing and Urban Development **No**

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) **No**

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532)) **No**

## **II. Strategic Elements**

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

### **a. Economic, Workforce, and Workforce Development Activities Analysis**

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

#### **1. Economic and Workforce Analysis**

##### **A. Economic Analysis**

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include—

##### **i. Existing Demand Industry Sectors and Occupations**

Provide an analysis of the industries and occupations for which there is existing demand.

##### **ii. Emerging Industry Sectors and Occupation**

Provide an analysis of the industries and occupations for which demand is emerging.

#### **III. Employers' Employment Needs**

With regard to the industry sectors and occupations identified in 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

## **(a) Economic, Workforce, and Workforce Development Activities Analysis**

### **(1) Economic & Workforce Analysis**

#### **(A) Economic Analysis: Economic, Workforce, and Workforce Development Activities Analysis**

Utah's strategic plan and vision are based on analysis of the state's current economy and workforce. This analysis served as the basis for developing data-driven goals for preparing Utah's workforce as well as strategies for aligning, coordinating and integrating programs to support economic growth.

Utah identified four major economic areas within the state: the Wasatch Front (Utah's principle urban area), the Bear River Area, the Eastern Region and the Central/Southwestern Area. The latter three have enough distance or dissimilarity from Utah's urban core to warrant their own regional identifications.

Since 83 percent of the state's employment is embodied in the Wasatch Front, the overall state profile serves as a proxy for the profile of that urban core. Select urban variables may be isolated for further discussion.

#### **Utah's Economic Performance**

In 2015, the Utah economy is roughly six years beyond the Great Recession's low point of employment. Utah's labor market has largely recovered and is growing robustly. While lingering effects and weak areas remain, they are limited and decrease with each year of employment rebound.

Given Utah's current strong job growth (around 4.0 percent), most of the state's geographic areas are contributing. The 80-mile Wasatch Front corridor, from Ogden to Payson, accounts for 83 percent of all Utah employment. Of particular note is the Provo-Orem metropolitan area, which is currently recording job growth of 7.0 percent (see Figure 1 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ). In addition, the Ogden-Clearfield metropolitan area is growing at a commendable 4.5 percent pace.

These high metropolitan-centered employment growth rates are destined to be tempered as the next several years unfold. Growth rates this high are historically difficult to maintain. Employment growth around or just above the state's long-term average of 2.8 percent is expected.

The key to sustaining high growth, in addition to a favorable national business environment, is to maintain an adequate supply of labor. Utah's low unemployment rate (in the mid-3 percent range) raises some concern about how to maintain a sufficient labor supply for such high job growth. The task of attracting out-of-state talent may become more critical over the next several years.

The non-Wasatch Front metropolitan areas of Washington County (St. George Metropolitan Statistical Area) and Logan also are swept up in Utah's strong economic performance. Washington County has a long history of 4.0 percent-plus yearly job growth. The Great Recession put a seven-year dent in that run, but the area's growth is currently around 5.0 percent and should maintain its

historically strong performance. The Logan area's job growth of around 4.0 percent is probably destined to moderate, but that area's long-term economic outlook is also on an upward plane.

There is much talk about the stress that is to come upon the labor market when the Baby Boom generation retires en masse. This is a valid concern at the national level but not an issue in Utah. The U.S. labor force is dominated by 45-to-60-year-old workers. In contrast, 25-to-40-year-old workers dominate the Utah labor force (see Figure 2 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ). It is likely that every baby boomer will be replaced by two young workers (see Figure 33 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ). This is not to say that some particular industries will not be impacted, but overall, the Utah economy should be able to weather the loss of the baby boom generation quite well.

### **Gender Profile and Part-Time Employment**

Males account for 58 percent of Utah's labor force. Of all available working-age males, 79 percent are active in the labor force. That is more than at the national level where only 69 percent of males are active. This is a function of Utah having the youngest labor force in the nation (the young are more active than the old). The state's female labor-force participation largely mirrors the national average of 57 percent.

Part-time employment is a key segment in the Utah labor market. Utah has a higher percentage of its jobs as part time than seen across the nation as a whole. Roughly one-quarter of all Utah jobs are part time (see Figure 3 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ). Part-time employment is often portrayed as negative, with the portrayal implying that part-time employment is a shortfall—an unwanted consequence of an economy that is not strong enough to produce more full-time employment or is trying to get by on the cheap. But what if part-time employment was welcomed and wanted by the labor force? Would it then be a negative, or might it instead be an economic strength?

Around 35 percent of all Utah female workers work part time (see Figure 4 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ). Yet when these part-time female workers are asked how many would rather be working full time, less than 10 percent responded in the affirmative. One concludes that part-time employment is a work-life balance issue for many Utahns and therefore is an economic asset.

Males and females are not distributed equally across the state's various industry groups.

### **Economic Outlook**

Utah has shaken off the weightier effects of the Great Recession. For the past three years, employment growth has outpaced Utah's long-term average. Much of this is catching up from the setback of the Recession. Currently the national economy is on a sound footing and is providing an adequate foundation upon which Utah can continue to operate with a favorable economic environment. Over the next four years, Utah's current strong employment growth will probably temper a bit, naturally migrating toward its long-term average of around 2.8 percent growth. This is predicated upon the idea that with a sustained low unemployment rate, labor (as fuel for rapid growth) becomes harder to find. It takes a slack labor market to grow an economy at above-average rates, as Utah currently is experiencing. Theory predicts and history has shown that high growth rates eventually revert to the trend. A tighter labor market plays favorably toward workers who might otherwise look to the state for economic support. As the labor pool tightens and employers widen their search for labor resources, disadvantaged workers and those needing economic assistance morph into a more attractive labor reserve. Opportunities for state agency clientele generally should



continue to improve over the next four years. Absent a national recession, the Utah economic outlook appears favorable. The state does not appear to be vulnerable to any particular industry or sector. Any potential setbacks will be from external shocks. Without a recession, the general pressures upon state government agencies should gradually lessen over the short-term horizon. Opportunities for the economically less advantaged should improve, and the economy should present a favorable environment.

#### **i. Existing Demand Industry Sectors and Occupations**

The vast majority of industries in Utah have strong existing demand. Utah's overall employment growth rate is just under 4.0 percent (above long-term average) and has been at that level approaching two years. This high level of sustained employment growth comes from the contribution of many industries. Therefore, existing demand is broad across many industries and by extension many occupations.

Utah's overall economy is very diverse, with its industry employment distribution mirroring the national industry employment distribution. This industry diversity fuels a diverse industry demand and helps to keep an economy buoyant and balanced during times of recession.

Utah's employment base has grown by 10 percent across the past three years. It is a smaller undertaking to make a list of industries that have subpar, stagnate or declining employment profiles than a list of robust industries.

Mining and government administration stand out as two major industries with a less than favorable outlook. Mining is subject to variable swings of the commodity markets. Oil is currently down but will work its way back. Coal mining, on the other hand, given its current stigma in the global environment debate, does not have a favorable future. Though mining is less than 1 percent of Utah's employment base, there are several rural economies in Utah where mining is the dominant force.

Consistent strong population growth is the driving factor behind Utah's average annual long-term growth rate of 3.0 percent. Therefore, industries directly sensitive to population growth are always listed as existing industry demand, particularly education and healthcare. Those industries were the only two to not lose employment during the Great Recession. Construction is another industry sensitive to population growth, but unlike the two just mentioned, construction is more vulnerable to the general economy's ebbs and flows, thus more cyclical. Currently, construction is in a strong up phase.

Outside of the previously mentioned mining and government administration, wholesale trade has the weakest three-year job growth at 5 percent. All remaining industry sectors are growing faster than that. Additional industry growth areas worth noting are professional and business services, financial activities, and the hospitality industry.

With such a wide industry demand comes an equally broad occupational outlook. Occupations supporting education and healthcare are always in demand in Utah. Occupations supporting Utah's favored cluster industries, like information technology or life sciences are also in high demand. These include computer systems design and analysis, network and database administration, web design, engineering, mathematical sciences, and other similar high-education, high-end professional occupations.

The manufacturing industry has grown as well. Another area of particular need is in some of the production-type, middle skill areas like machinist, welders, tool and die makers, etc. This is signaled by both higher-than-average advertised wages on new job orders for these occupations, and also by

the aggressive injection of particular businesses to sponsor cooperative programs within the local high schools and technical colleges to customize training programs toward these generally blue-collar occupations.

These are some of the occupations where an advanced skill set is the common theme and require some training and investment by both the business community and individuals. But with a Utah unemployment rate in the low 3.0-percent range, even occupations accepting a lesser skill set are offering ample job opportunities in Utah.

## **ii. Emerging Industry Sectors and Occupation**

Even though nearly all industrial sectors are grow regularly from year to year, ten year industry projections do bring forth both major and specific industry groups that stand out for greater-than-average expansion. They are presented in Figure 15 at this link: <http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>.

The industries of particularly fast growth are labeled as Specific Industry, and one can also see from the Major Industry parent that there are particular major industry groups that will grow aggressively—in particular healthcare, and professional and technical services. “Emerging”, we have identified, is when an industry projects to increase its share of total employment by a factor of 10 percentage points across the next ten years.

At the same link, in Figure 16, the same criterion is employed. Using this criterion created a long list, therefore it was shortened to include only an increase of 20 percent or greater.

A broad category of occupational mix that will be in high demand and sometimes short labor supply is STEM occupations. A good, comprehensive list of STEM occupations can be found on the O\*Net website at the following link: <https://www.onetonline.org/find/stem?t=0&g=Go>

Utah has developed tools to help students, educators and others interested in career evaluation. These range from the Wage and Occupational Openings Data (WOOD) tool to the Occupational Explorer profile to the newly developed for WIOA purposes and user interactive Occupational Comparisons Dashboard tool. These can be accessed at this link: <http://jobs.utah.gov/wi/occi.html>

## **III. Employers’ Employment Needs**

One of the most important occupational groupings to not just Utah but any state economy are the STEM-based occupations. Their common theme is the need for high levels of education, high intellect, robust and dynamic thinking and problem solving, good management and organization skills, proficiency in the mathematics and science disciplines, superior communication skills with clear and detailed expression, and proficiency to detail. These are skills and abilities that take years of training and economic resources to obtain. These are the skills and occupations that put an economy on the leading edge of innovation, growth, relevance, and opportunity.

Given the robust level of consistent growth in Utah industries that employ a significant portion of STEM occupations, this implies the state is generally finding the supply of labor that it needs. There is general dialogue from the employer community that it would like to have even more of this labor supply made available, which implies that the Utah job growth rate has the potential to be even higher if there was an ample labor pool of workers with STEM-based skills and proficiencies.

Yet there are lesser occupational categories (based upon wage compensation) that have their own level of need and in some cases, perceived shortages. These may largely be considered support occupations or infrastructure occupations for the greater economy. The appeal of these types of jobs is their ability to offer some living-wage compensation to people with aptitudes not built for higher education and/or the means to achieve higher education.

The desire of some job-training programs is to help people get into any occupation. Then there are other programs designed to help workers take the next step above these types of occupations, to move higher up the wage ladder with jobs that can pull a worker toward a more middle-income existence. These are jobs that generally pay between \$30,000 and \$49,000 per year. A sampling of such occupations can be found on Figure 12 at this link:

<http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>

Occupational projections are produced every two years by DWS' Workforce Research and Analysis (WRA) unit along with occupational median wages. This acts as a primary tool for sorting occupations by pay, educational requirements and job outlooks. Specific targeting of various training programs or initiatives can be analyzed and supported with this traditional labor market information.

This data can also be augmented with what is known as "real-time" labor market information. This entails examining the summarization of electronic job board job postings and compiling summary statistics. Help Wanted Online® (HWOL) is the real-time labor market information tool that DWS utilizes. This offers a current look into the quantity and types of jobs employers are offering. Advertised occupations can be sorted by quantity of job ads, geographies, income levels, educational requirements, certifications, and desired skills (both hard and soft skills). Some of these variables are not available for measure from the traditional labor market information tools generally provided by either the U.S. Bureau of Labor Statistics or the Employment and Training Administration (ETA), so these real-time labor market tools have added value.

It is also from HWOL that Utah can get insight into the skills, credentials and licenses that Utah employers are currently asking for via job postings. These can be isolated to the job advertisements in Utah's various regions, specific industries and occupations, so Utah's recent purchase of HWOL makes it possible to provide the WIOA requirements for economic plans to include skills, credentials and licenses that workers can achieve to be successful in the Utah economy. A recent pull of said data produced a profile that can be viewed in Figures 13 and 14 at this link:

<http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>

The eight institutions that comprise the Utah System of Higher Education (USHE) and the Utah College of Applied Technology's (UCAT) eight regional campuses exist to serve Utah's employers, providing them with highly skilled workers. Several of UCAT's eight regional campuses are experiencing dramatic growth in specialized programs that are needed within their respective service regions to serve a unique employment cluster in each region.

Composite technicians, precision painters, sheet metal mechanics, electronics mechanics, aircraft pneudraulics equipment mechanics, aircraft mechanics, aircraft engine mechanics, and aircraft electricians are anticipated to be in high demand in northern Utah. Not only will industries need employees trained in operating machining equipment, but they also need employees who understand the software programming side of machining.

Within the construction sector, employers are requiring greater numbers of electricians, HVAC specialists, and plumbers. Within the medical field, new and emerging fields are influencing curriculum development at Utah's colleges and universities campuses. Within the medical field,

employers are increasingly looking for skilled medical scribes and medical billing and coding specialists.

Utah's colleges and universities have observed increasing demand for individuals trained in the most up-to-date information technologies. Industry advisory committees are reporting that employers have asked for more students trained in cloud computing, web development and programming, app development, data mining, and data security. The need is most apparent for smaller companies that do not have the draw that larger, more recognized companies enjoy.

## **B. Workforce Analysis**

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.\* This population must include individuals with disabilities among other groups\*\* in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. \*\* Veterans, unemployed workers, and youth, and others that the State may identify.

### **i. Employment and Unemployment**

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

### **ii. Labor Market Trends**

Provide an analysis of key labor market trends, including across existing industries and occupations.

## **III. Education and Skill Levels of the Workforce**

Provide an analysis of the educational and skill levels of the workforce.

## **IV. Skill Gaps**

Describe apparent 'skill gaps'.

### **i. Employment and Unemployment**

Utah's 2015 employment count is 9.5 percent higher than the pre-Recession peak employment of 2007. Utah ranks third nationally for employment growth above its pre-recession peak. (See Figure 34 <http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>). Most states have only grown 3 percent or less while about a dozen states have yet to return to their pre-recession level. However, given the high pace of internal growth within the age range of Utah's labor force, the Utah economy has not been able to thoroughly match new labor force entrants with jobs—even with employment

levels 9.5 percent higher. Therefore, Utah is a net exporter of labor as shown in the Utah Worker Flows chart (Figure 6, <http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>). This is one lingering vestige of the Great Recession.

Utah's job growth has been above average for the past three years, adding around 40,000 new jobs per year. Workers sidelined by the Great Recession re-entering the labor force have supplied roughly 15,000 workers annually. There has been a natural increase in Utah's labor force age (from internal population growth) of roughly 20,000 to 25,000 per year. The combination of the two was supplying the 40,000 workers per year. Yet with current unemployment now in the mid-3.0 percent range (implying a limited pool of available labor), and evidence that there are few additional idled workers wishing to reenter the labor force, it follows that labor in-migration will need to become a more active component. Prior to 2015, there was little evidence of strong in-migration coming to Utah since the Great Recession, so in-migration will have to increase in short order. (Figure 6 <http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>).

This leaves open the possibility of the Utah labor supply continuing to fuel robust job growth in the short run. But the longer the persistence of a low unemployment rate, the more sensitive the employment growth rate will become to the availability of additional labor.

This job-creation potential shortfall is further exposed by an examination of the labor force participation rate (LFPR), which is the percentage of persons age 16 and over who are either working or looking for work.

Prior to the Great Recession, the Utah LFPR was around 72 percent for the prior 20 years. The current LFPR stands around 68.5 percent, up from a recession low of 67.3 percent (each percentage point increase represents about 20,000 people). As the working age population increased during the recession at a faster pace than jobs could be created, workers either left the state or withdrew from the labor force. A question remains as to whether these long-term idled workers are a viable source of available labor for the state. Their skills could have atrophied or they could be permanently disengaged from seeking work.

The general labor force participation decline is found across each age cohort. (Figure 7 <http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>). This uniformity and a general lack of rebound since the recession implies that the percentage of those of labor force age will not be as active going forward as past generations.

The small rebound of the Utah LFPR since the low point of the recession speaks to those pushed out by the business-cycle, but the lack of any general increase for several years thereafter implies that a structural change has occurred—that more people of working age are finding other ways to sustain their lives than through work. So it seems rational to conclude that the labor force, while not as engaged as in the past, has settled into a level of engagement that may have to be accepted as the new normal going forward.

The data points available to measure LFPR imply that over the past seven years it is the female population that is disengaging as opposed to males. Other than the youngest of working age, the male working age population is rebounding in its labor force participation from its recession decline. This contrasts against recession-generated but sustained female labor force declines in the 20 to 24 year age group, the 35 to 45 year age group, and the 55 to 65 age group. (Figure 33 <http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>).

## **Analysis of Statewide Workforce**

While Utah's overall workforce and economy are generally recovering nicely from the Great Recession, there are still members of the workforce who have barriers as defined by Section 3 of WIOA.

## **Barriers to Employment: Individuals with Disabilities and Youth with Disabilities**

According to the 2013 American Community Survey conducted by the U.S. Census Bureau, 274,700 of the 2,878,300 individuals in the State of Utah reported having one or more disabilities. Analysis of this data shows Utah has a lower percentage (9.5 percent) than the nation as a whole (12.7 percent) of people who state they have a disability. However, Census data regarding the employment rate of individuals with disabilities in Utah (46 percent) is significantly higher than in the U.S. (39 percent). This may be due to the fact that Utah's economy has been performing better than the U.S. as a whole. Current partnerships and initiatives in Utah among DWS, Utah State Office of Rehabilitation (USOR), the Division of Services for People with Disabilities and the Division of Substance Abuse and Mental Health may also be creating further opportunity for individuals with disabilities in the state. The USOR reports serving 25,000 to 30,000 individuals with disabilities each year through their Vocational Rehabilitation Program.

Regarding youth with disabilities, The U.S. Census Bureau reports 3.6 percent of children between ages 5 through 15 (or 19,800 children) have a disability. The prevalence rate for youth between the ages of 16 through 20 is 5.6 percent (or 222,600 individuals). Additional information obtained from the Utah State Office of Education (USOE) in their 2013 Individuals with Disabilities Education Act (IDEA) Report identifies 11.8 percent of students (ages 6 through 21) as having disabilities. The USOR also reports 28 percent of the individuals receiving vocational rehabilitation services are youth with disabilities between the ages of 14 through 24. See Figure 20 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ) for the full table showing Individuals with Barriers to Employment.

## **Utah's Area Economies**

### **Bear River Area**

The Bear River Area comprises Box Elder, Cache and Rich counties along the state's northern border. This region comprises 5.9 percent of the state's population and 5.4 percent of its employment (see Figure 21 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ). Its employment base has grown by 3.3 percent and 5.7 percent over one and five years, respectively, versus comparative statewide growth of 2.9 percent and 11.7 percent, respectively.

The area's employment base relies heavily on manufacturing and education. It is below average in mining, wholesale trade, information, financial activities, and professional and business services. The remaining industrial sectors show average employment shares.

The area's occupational mix springs from its industrial makeup (see Figure 23 Bear River Area Occupational Mix 2012 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ). The largest occupational category is office and administrative Support, but its location quotient around 1.0 indicates that this category's share of all occupational employment in the region largely mirrors the statewide average. Production occupations are well represented in the area, and with a location quotient over 2.0, production occupations are double what are seen on average across the state. This harkens back to the large manufacturing base in this region (see Figure 22 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ).

The region's educational makeup is much like the statewide average (see Figure 24 Bear River Educational Makeup at : <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ). The percentage of the population with a high-school equivalency is slightly higher than the statewide average, and those with less than a high-school equivalency is below the statewide average.

Barring a national recession, the Bear River Area is poised to offer adequate employment opportunities across the next several years. Box Elder County's proximity to the Ogden metropolitan area will provide both employment opportunities in Ogden and growth generated from Ogden. Cache County's economy is anchored by Utah State University. Education employment and an education economy are relatively stable even through recessionary periods. Cache County's manufacturing has a sizeable base in food production, which is a more stable manufacturing segment than is the production of non-food products.

## **Eastern Region**

Utah's Eastern Region spans the Colorado border and includes Daggett, Uintah, Duchesne, Carbon, Emery, Grand and San Juan counties. This is a region that, for purposes of deeper analysis, can be segmented into the Uintah Basin (Daggett, Duchesne and Uintah counties), Castle Country (Carbon and Emery counties), and Southeast (Grand and San Juan counties). These subregions have their own economic characteristics, and, as such, can be analyzed more deeply by DWS's WRA unit. For this analysis, however, the greater Eastern Region will be presented as a whole.

This region comprises 3.9 percent of the state's population and 3.5 percent of its employment. Its one- and five-year growth rates were 1.7 percent and 5.7 percent, respectively (see Figure 26 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ).

The region's employment base is heavy in mining, retail trade, transportation, and construction. It is below average in wholesale trade, information, financial activities and professional and business services (see Figure 25 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ).

The largest occupational category is construction and extraction, reflecting the region's high reliance upon mineral, oil and gas extraction and production. Transportation and material moving occupations are also closely associated with those activities, as are the installation, maintenance and repair occupations. The high location quotient for the life, physical and social science occupations stems from the numerous national parks, monuments and forest lands in the region. The rural landscape also makes for a high location quotient in farming and forestry (see Figure 27 Eastern Region Occupational Mix 2012 at : <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ).

The educational makeup of the Eastern Region is decidedly different than the rest of the state. Nearly half of the Eastern Region's populace has their highest education level of a high-school equivalency or less. The proportion of the population holding bachelor's and graduate degrees is only half the level of the statewide average (see Figure 28 Eastern Regional Educational Makeup at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ).

The economic outlook for this region is mixed over the next several years. The heavy mineral extraction areas of the Uintah Basin and Carbon and Emery counties should not experience much economic growth. The current employment losses in the Uintah Basin should cease by early 2016 and then hold flat until the price of oil rises above the \$60-and-more plateau. Coal does not have a favorable outlook over the next several years, so no employment growth of note is expected for the Carbon and Emery counties area. Only the tourism economies in Grand and San Juan counties offer the prospect of an improving employment picture over the next several years.

## **Central/Southwestern Area**

The Central/Southwestern Area comprises 10 counties, several along the Nevada border. It can be further subdivided into a five-county Central Region, composed of Sevier, Sanpete, Millard, Piute, and Wayne counties, and the five-county Southwestern Region, consisting of Beaver, Iron, Washington, Garfield, and Kane counties. As Washington County dominates that region, a further dissection can be made by isolating Washington County and then aggregating the four remaining counties.

When considered together, though, this Central/Southwestern Area comprises 9.7 percent of the state's population and 7.5 percent of its employment. Across the last year, its employment base has grown by 5.3 percent, and in the past five years it has grown 10.2 percent. Much of this growth is being driven by the St. George area.

The region's employment base is heavy in retail trade, health care, education, and leisure and hospitality (a proxy for tourism) (see Figure 29 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ).

The region has a different profile than the rest of the state in terms of employment by gender and age (see Figure 30 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ). Females are more numerous in the 15-to-24-year-old age group, and also the 55-to-64-year-old age group.

The largest occupational category is office and administrative support, followed by sales and related occupations. Both categories employ the most workers, but their shares of the overall economy largely mirror the statewide average. Occupational categories with high location quotients include food preparation and building cleaning and maintenance, which are areas one would expect to be proportionally high in a tourism-heavy economy. Farming and forestry also has a high regional location quotient (see Figure 31 Central/Southwestern Region Occupational Mix 2012 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ).

The educational makeup of the Central/Southwestern Area is somewhat different than seen throughout the rest of the state (see Figure 32 Central/Southwest Educational Makeup at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf>). The 25-and-over population has a higher proportion of an education level of a high-school equivalency or less, compared to the statewide average. The amount of bachelor's and graduate degrees is about one-quarter below the corresponding level of the statewide average, however.

The southwestern counties of Washington and Iron should grow noticeably over the next several years, particularly Washington County. The remaining counties likely will experience employment growth close to their long-term averages, which are generally only from 1.0 to 2.0 percent per year. Washington County, on the other hand, could experience yearly growth rates of between 3.5 and 5.0 percent (or higher) for the next several years. Iron County would do well to generate 2.0 to 3.0 percent job growth.

## **ii. Labor Market Trends**

Males account for 58 percent of Utah's labor force. Of all available working-age males, 79 percent are active in the labor force. That is more than the national level where only 69 percent of males are active. This is a function of Utah having the youngest labor force in the nation (the younger are more active than the older). The state's female labor-force participation largely mirrors the national average of 57 percent.



Part-time employment is a key segment in the Utah labor market. (Figure 3 <http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>). Utah has a higher percentage of its jobs as part-time than seen across the nation as a whole. Roughly a quarter of all Utah jobs are part-time. Part-time employment is often portrayed as negative, implying that part-time employment is a shortfall—an unwanted consequence of an economy that is not strong enough to produce more full-time employment or is an economy that is trying to get by on the cheap. But what if part-time employment was welcomed and wanted by the labor force? Would it then be a negative, or might it instead be an economic strength?

Around 35 percent of all Utah female workers work part time (Figure 5 <http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>). Yet when these part-time female workers are asked how many would rather be working full time, less than 10 percent responded in the affirmative. One concludes that part-time employment is a work-life balance issue for many Utahns and therefore is an economic asset.

Males and females are not distributed equally across the state's various industry groups (Figure 4 <http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>). In some industries there is balance, like leisure and hospitality, financial activities and government administration. But in other sectors there are noticeable gender partitions. Males are predominant in the durable goods industries like natural resources (agriculture and mining), construction and manufacturing. These are industries that experienced heavy employment setbacks during the Great Recession and the reason the recession impact was very male-centric.

Industries where females make up the majority of the employment are healthcare and education. There, the ratio of females to males is nearly two-to-one. These were also the only two industries that did not lose employment during the Great Recession.

## **Labor Migration**

Utah's job growth has been above average for the past three years, adding around 40,000 new jobs per year. These jobs were filled by two groups: roughly 15,000 workers who had been sidelined by the Great Recession but reentered the labor force, and roughly 20,000 to 25,000 workers who joined Utah's labor force from internal population growth (natural increase with age) (see Figure 6 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ). Yet with current unemployment now into the mid-3 percent range (implying a limited pool of available labor) and evidence that there are few additional idled workers wishing to reenter the labor force, it follows that labor in-migration will need to become a more active component in short order. Prior to 2015, there was little evidence of strong in-migration coming to Utah since the Great Recession.

Utah's 2015 employment count is 9.5 percent higher than the pre-Recession peak employment of 2007, ranking it third nationally for such employment growth. However, given the high pace of internal growth within the age range of Utah's labor force, the Utah economy has not been able to match new labor force entrance with jobs — even with employment levels at 9.5 percent higher — Utah ends up being a net exporter of labor, as shown in the previous Utah Worker Flows chart. This is a lingering vestige of the Great Recession.

This leaves open the possibility of the Utah labor supply continuing to fuel robust job growth in the short run. But the longer a low unemployment rate persists, the more sensitive the employment growth rate will become to the availability of additional labor.

## **Labor Force Participation**

This job-creation shortfall is further exposed by an examination of the labor force participation rate (LFPR), which is the percentage of persons ages 16 and over who are either working or looking for work.

Prior to the Great Recession, the Utah LFPR was around 72 percent for the prior 20 years. The current LFPR stands around 68.5 percent, up from a recession low of 67.3 percent (each percentage point increase represents about 20,000 people). As the working-age population increased during the recession at a faster pace than jobs could be created, workers either left the state or withdrew from the labor force (see Figure 7 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf>).

A question remains as to whether these long-term idled workers are a viable source of available labor for the state. Their skills could have atrophied, or they could be permanently discouraged from seeking work. The general labor force participation decline is found across each age cohort. This uniformity and a general lack of rebound since the recession implies that the percentage of those of labor-force age will not be as active going forward as past generations.

The small rebound of the Utah LFPR since the low point of the recession speaks to those pushed out by the business cycle, but the lack of any general increase for several years thereafter implies that a structural change has occurred—that more people of working age are finding other ways to sustain their lives than through work. So it seems rational to conclude that the labor force, while not as engaged as in the past, has settled into a level of engagement that may have to be accepted as the new normal going forward.

The data points available to measure LFPR imply that over the past seven years it is the female population that is disengaging as opposed to males. Other than the very young, the male working-age population is rebounding in its labor force participation. This contrasts against sustained female labor force declines in the 20-to-24-year, 35-to-45-year and 55-to-65-year age groups.

### **III. Education and Skill Levels of the Workforce**

Industries create jobs, but people work in occupations. An occupation, like an accountant, can be found within many different industries. As DWS gives information or guidance to the state's labor force, students or educational institutions, it is occupational information that rises to the forefront.

It is not uncommon to hear economy watchers note that Utah is full of low-wage jobs. In fact, all states are full of low-wage jobs.

Occupational categories with a Utah hourly wage of less than \$15/hr for comparative purposes are classified as low-wage. The percentage of all employment in each state in those occupational categories is represented in Figure 8 (<http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>). In that profile, about two-thirds of the states have more low-wage jobs in their occupational structure than does Utah (which has 58 percent low-wage). Utah is flanked by what many may think of as high-wage states like New Jersey and California.

Low wage jobs are predominant everywhere because high-wage jobs require accomplished workers—they are positions where a certain degree of skill, training or educational investment is required. Aptitudes, motivation, opportunities, communication, and affordability all play into a worker's ability to accumulate education. Any one of these factors can work against a person's education possibilities.

Looking at Utah's educational makeup, nearly one-third of all Utahns age 25 and older have as their highest education level a high school diploma or less (Figure 9 <http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>). Add to that some college but no degree and the percentage rises to nearly 60 percent. In the low-wage occupational chart previously mentioned (Figure 8), around 58 percent of all Utah occupations are low-wage and don't require extensive education. There is a relative match between what the labor force can offer and what the occupational mix demands.

## Occupational Profiling

Industries create jobs, but people work in occupations. An occupation, like an accountant, can be found within many different industries. As DWS gives information or guidance to the state's labor force, students or educational institutions, it is occupational information that rises to the forefront (see Figure 34 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf>). It is not uncommon to hear economy-watchers note that Utah is full of low-wage jobs. In fact, all states are full of low-wage jobs.

Occupational categories with a Utah hourly wage of less than \$15 per hour for comparative purposes are classified as low wage. The percentage of all employment in each state in those occupational categories is represented in the Low-Wage Occupational Employment graph (see Figure 8 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf>). In that profile, about two-thirds of the states have more low-wage jobs in their occupational structure than does Utah (which has 58 percent low-wage jobs).

Low-wage jobs are predominant everywhere because high-wage jobs require accomplished workers—they are positions where a certain degree of skill, training or educational investment is required. Aptitudes, communication, motivation, opportunities and affordability all play into a worker's ability to accumulate education. Any one of these factors can work against a person's education possibilities.

Figure 9: Utah Educational Makeup				
		Percent of 25+ population	Utah Occupational Mix as referenced upon Typical Education for Occupation Entry	Percent of Annual Utah Job Growth
	Less than 12th grade, no diploma	8.6 percent	25.4 percent	23.4 percent
	High school graduate (includes equivalency)	23.0 percent	41.5 percent	39.5 percent
	Some college, no degree	27.4 percent	7.8 percent	8.8 percent
	Associate's degree	9.9 percent	3.7 percent	4.3 percent
	Bachelor's degree	20.8 percent	17.7 percent	18.9 percent
	Graduate or professional degree	10.3 percent	3.9 percent	5.1 percent

Figure 9: Utah Educational Makeup			
	Sources: U.S. Census Bureau; Bureau of Labor Statistics		

Looking at Utah's educational makeup, nearly one-third of all Utahns age 25 and older have as their highest education level a high school diploma or less (see Figure 9 Utah Educational Makeup at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ). Add to that some college but no degree, and the percentage rises to nearly 60 percent. In the low-wage occupational chart previously mentioned, around 58 percent of all Utah occupations are low -wage and don't require extensive education. There is a relative match between what the labor force can offer and what the occupational mix demands (see Figure 10 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ).

A chicken-and-an-egg question may arise in this profile. Is there a predominance of low-wage jobs because education levels are low? Or are education levels low because there are a lot of low-wage jobs that don't demand higher education? The fundamental question is, will empowering people with higher education levels facilitate more high-wage jobs, or would increasing education levels not produce more high-wage jobs but instead more highly educated people for low-wage jobs? Some combination is probably the reality. Yet this much is known—income levels are highly correlated with education. Efforts to lift education levels so high-wage jobs can blossom are worth the effort, even if all individual endeavors and programs to do such do not result in complete success.

## Incomes and Education

The largest segment of Utah's occupational mix pays from \$10 to \$15 per hour. This is followed by \$15 to \$20 per hour, and third is less than \$10 per hour. From there the quantities progressively diminish with each increasing segment of the hourly wage range. A high-school diploma or equivalent is generally sufficient for entry or achievability in occupations paying median wages up to \$25 per hour. Bachelor's degrees begin to play a noticeable role when median wages rise above \$20 per hour and then play a dominant role in all wage levels above \$25 per hour.

In the Occupational Employment by Hourly Wage Range (see Figure 11 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ) the entry-level education is a measure of what the U.S. Bureau of Labor Statistics through employer surveys designates as entry-level education. It does not represent the education levels of current incumbents. It is quite likely that people holding various jobs have more education than the educational-attainment minimum so that people with some college education are working in jobs that at a minimum only require a high-school education.

## Job Boards and Job Postings

Occupational projections and occupational median wages are produced every two years by DWS's Workforce Research and Analysis (WRA). This acts as a primary tool for sorting occupations by pay, educational requirements and job outlooks. Specific targeting of various training programs or initiatives can be analyzed and supported with this traditional labor market information.

This data can also be augmented with what is known as real-time labor market information. This entails examining summarized electronic job board job postings and compiling summary statistics. Help Wanted Online® (HWOL) is the real-time labor market information tool that DWS utilizes (see Figure 12 Utah Help Wanted Online Unique Ads 120-Day Period at: : <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf>). It offers a current look into the quantity and types

of jobs employers are offering. Advertised occupations can be sorted by quantity of job ads, geographies, income levels, educational requirements, certifications and desired skills (both hard and soft skills). Some of these variables are not available for measure from the traditional labor market information tools generally provided by either the U.S. Bureau of Labor Statistics or the Employment and Training Administration (ETA), so these real-time labor market tools have added value.

Current job advertisements mirror the job-distribution demand across Utah based upon education. The HWOL is a tool that scrapes hundreds of job boards across America, from high-level corporate sites to Craigslist. A pull of the top 100 advertised jobs of unique ads posted over a recent 120-day period reveals that about 60 percent of these jobs only require a high-school diploma or less. Much of this is a reflection of high turnover in lower-paying jobs, but it does show that this class of jobs is a large part of the Utah economy.

The desire of some job-training programs is to help people just get into any occupation. Then there are other programs designed to help workers take the next step above these types of occupations, moving up the wage ladder with jobs that can pull a worker toward a more middle-income existence. These are jobs that generally pay between \$30,000 and \$49,000 per year.

It is also from HWOL that the state can get insight into the skills, credentials and licenses that Utah employers are currently asking for via job postings (see Figure 13 Utah Help Wanted Online Unique Ads 120 Period at: : <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ).

These can be isolated to the job advertisements in Utah's various regions, specific industries and occupations, so Utah's recent purchase of HWOL makes it possible to fulfill the WIOA requirements for economic plans to include skills, credentials and licenses that workers can achieve to be successful in the Utah economy (see Figure 14 Utah Help Wanted Online Advertised Hard and Soft Skills at: : <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ).

#### **IV. Skill Gaps**

Skills gaps nationwide have been a trending topic across the past ten years. Demand for jobs and specific skill sets are much easier to quantify than is the supply of qualified labor, therefore developing data about skill gaps can be difficult and oftentimes anecdotal.

The term "skill gap" is bandied about generously. A true skill gap is when a particular set of skills are required by industry and not enough workers possess those necessary skills. The necessary condition for a skills gap is that employers are offering a competitive wage yet still cannot attract enough workers. If an industry offers nationally (or even locally) competitive wages and workers still do not come forth in quantity, then that, with confidence, can be profiled as a skill gap. Too often the reality of a wage gap will be passed off as a "skill gap."

DWS recently undertook a hard-to-fill survey, allowing employers to identify what they labeled as hard-to-fill occupations, why they considered them hard to fill, and what wages were they advertising for said occupations. Industries that hire with an eye toward workers with a STEM training or background was the targeted employer sample. Employers identified worker lack-of-skills or lack-of-candidates as their biggest hurdle for their hard-to-fill occupations. DWS then evaluated the employer's offered wages for these occupations against local prevailing wages for said occupations. What emerged was a common theme that for many of these employers, their wage offerings were low in relation to the market. So what many of these employers viewed as a "skill gap" might instead be labeled as a "wage gap." For this reason, we have concluded that the cry of "skills gap" must be

scrutinized under the umbrella of wage compensation to cull out perceived skill gaps and to allow true skill gaps to rise to the surface.

This is not to say that skill gaps do not exist in the Utah economy. They do. This is only to say the skills-gap dialogue is often overused and must be accompanied by a wage profile to actually prove its validity. This is necessary to avoid making skills-gap action plans upon what are instead low wage distortions.

Economic theory states that if labor is in short supply businesses will offer higher wages to try and attract the necessary labor. Therefore, high wage offerings can be a viable proxy for identifying “real” skill gaps. In the DWS hard-to-fill survey, Production Occupations and Business and Financial Occupations—with larger percentages of offered wages in each occupational category’s above-median range—stood out. (Figure 17, <http://jobs.utah.gov/sites/default/wioa/wioaplan2016graphs.pdf>).

This profile presents a bit of a dilemma as industry has to be a major source for identifying where labor skill gaps are truly emerging. But this comes with the caveat that industries themselves may not have the clearest picture of its own labor market and prevailing wages, and so the source that needs to be most relied upon for skill-gap information also has the potential to overstate the problem.

The current lone areas of rural concern are the Uintah Basin and the Carbon and Emery counties area. The energy sector is important in those regions, and that sector’s current trend is downward after years of an upward swing. However, commodity cycles are notoriously volatile, and the trend can change in short order.

When looking at these two regions, the isolation upon only a single industry speaks to a bigger picture of industrial employment diversity across the entire state. Taken as a whole, Utah is one of the nation’s most industrially diverse economies. This means that its employment distribution is spread out across major industry groups, very much resembling the nation’s industrial diversity. This speaks to a broad range of employment opportunities across many occupations and also more cushioning against economic setbacks. But when one highlights industrial diversity down to the individual county level, there are some very non-diverse areas in Utah—particularly in its rural regions.

Industrial diversity, as profiled by a Hachman Index , is measured from zero to one, with zero being no diversity and one being complete diversity (as measured against the national economy, which is looked upon as the diversity standard). The County-Level Economic Diversity chart shows the diversity measure of each county. The lower the diversity number, the more concentrated the county’s employment is in fewer and fewer industries. At the top of the scale is Salt Lake County, the state’s largest, urban and, correspondingly, most industrially diverse county. At the opposite end is Duchesne County, which is the least diverse county. Most of its employment is concentrated in mining (oil and gas).

The takeaway from the diversity measure is occupational opportunities or constraints. DWS, as an agency, is charged with helping workers throughout the state who may have lost their jobs look toward other industries or occupational arenas to find reemployment. But if an area is not economically diverse, it becomes a deeper challenge to produce successful reemployment outcomes than in diverse counties. For example, since much of Duchesne County’s employment is tied to the oil industry, finding new employment opportunities for displaced oil-related workers in other nearby industries is limited because the other industries (such as construction) are also ultimately dependent on the oil industry.

A region's economy has developed because comparative advantages inherent in that region have been utilized through time. Therefore, it is extremely difficult to artificially build an economy that doesn't line up with a region's profile. For example, it would be very difficult to maintain a surfboard shop in Vernal, as it lacks an ocean. So an area must work with the economic resources inherently available in that region. Therefore, most of Utah's rural counties are economically non-diverse and face deeper challenges in helping displaced or challenged workers find reemployment.

Throughout Utah the tourism industry, as a whole, employs fewer workers on a percentage basis than does the greater national economy. Yet in many of Utah's rural communities tourism is the major economic opportunity (see Figure 19 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ). This is especially true in southern Utah, where tourism employment is three to four times higher than the national average. One hurdle to a tourism-dependent economy is that tourism is often seasonal. For example, the ski resorts in Summit County are fully operational in the winter and then operate at only half those levels during the other months. Tourism sustains many rural areas, yet it is one of the lower-paying industry sectors. It would be ideal if rural counties could economically diversify, but again, one cannot artificially create economies.

### **Utah's Economic Clusters**

Utah has identified six economic clusters that it targets for economic development. These include information technology, aerospace, life sciences, finance, energy and natural resources, and outdoor products. These are industries where Utah feels it has a comparative advantage against the greater national economy and where occupations pay above-average wages. Combined, these sectors employ about 15 percent of Utah's labor force.

### **Existing and Expanding Industry and Occupational Demands**

Utah's economic expansion of the past several years has been very diverse. Only mining, Utah's smallest industry sector, has seen employment losses. Otherwise, all industrial sectors have added jobs. This largely qualifies all existing industrial sectors as high-demand industries, which is a natural historical picture for Utah during good economic times. Utah has one of the most industrially diverse state economies in the nation. This diversity is driven largely by the composition of the urban Wasatch Front region.

Industrial diversity generally means diversified opportunities throughout the occupational arena. However, as one moves into Utah's rural regions, that industrial diversity can evaporate rapidly. Rural industrial diversification will be discussed more in a later section.

Even though nearly all industrial sectors are growing—and grow regularly from year to year—10-year industry projections bring forth both major and specific industry groups that stand out for greater-than-average expansion. They are presented in the Emerging Industries table, see Figure 15 at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> (note: NAICS - North American Industry Classification System). The industries of particularly fast growth are labeled as Specific Industry. The Major Industry category shows that there are particular industry groups that will grow aggressively—in particular health care and professional and technical services. “Emerging” is when an industry increases its share of total employment by over 10 percent across the next 10 years.

If most industries are contributing to economic expansion, then the demand for most occupations is also increasing. Areas of particular need are in some of the production-type, middle-skill areas like machinists, welders, tool and die makers, etc. This is signaled by the higher-than-average advertised wages on new job orders for these occupations. Another area always demanding additional labor supply is technology.

The technology arena is also where many of the emerging occupations will develop. America continues to dominate the digital realm. The newest growth drivers include wearable devices, the “Internet of Things,” driverless cars and the ongoing digitization of nearly everything else. Utah has enough of a technology presence to rise with this tide. The technology fields develop quite rapidly, so it is difficult to point to specific occupations as the next “hot” jobs five years from now. But whatever they may be, it can be said with confidence that these jobs will require a significant background in science, technology, engineering and math (STEM) education. Given the speed of technological change, the task is not so much to identify the next hot jobs but instead to be prepared educationally to move into those jobs, whatever title they carry.

In the list of Emerging Occupations, the same criterion of occupations standing out for greater-than-average expansion in a 10-year industry projection is employed as in quantifying emerging occupations. Using this criterion created a long list; therefore it was shortened to include only an increase of 20 percent or greater (see Figure 16 Emerging Occupations at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf> ).

Utah has developed tools to help students, educators and others interested in career evaluation. These range from the Wage and Occupational Openings Data (online at: <https://jobs.utah.gov/jsp/almiswage/wage-home/> ) tool to the Occupational Explorer (online at: <https://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do> ) profile to the newly developed for WIOA purposes and user-interactive Occupational Comparisons Dashboard (online at: <https://jobs.utah.gov/wi/uocd/dashboard.html> ) tool.

### **Technical College Supplied Skills Anticipated to be in High Demand**

Post-secondary training and education in technical skills are an essential part of the workforce development system in Utah. Key public-sector partnerships provide technical training for these high-demand skills are the Utah System of Higher Education (USHE) and the Utah College of Applied Technology (UCAT).

Utah System of Higher Education (USHE) institutions offer Career and Technical Education (CTE) programs in all regions of the state, working closely with local business and industry leaders to develop and deliver programs specifically tailored to local workforce development needs. During the 2014-2015 academic year, CTE comprised 23 percent of the total undergraduate courses offered at USHE institutions, and it accounted for 16 percent of undergraduate degrees and certificates awarded.

USHE offers an array of CTE credit and non-credit courses that prepare people for employment in current or emerging occupations that require credentials other than a baccalaureate or advanced degree. It also provides data on statewide programs, Short Term Intensive Training (STIT) and Custom Fit, where industry-specific courses are provided by USHE institutions on contract for individual companies.

USHE institutions offer three primary types of CTE credentials:

- **Associate of Applied Science Degrees**—Designed to lead students directly to employment requiring two years of preparation. The Associate of Applied Science (AAS) degree includes a core set of general education courses preparing students with a solid basis in composition, computation and human relations. In some cases AAS programs can serve a dual purpose to prepare students for the workforce while serving as a pathway to a bachelor's degree.



- **Certificates of Completion**—Awarded for completion of programs that are typically one year in length and prepare students for employment. Certificates of Completion also have a general education component.

- **Certificates of Proficiency**—Short-term training programs that are less than one year in length and prepare students for specific employment skills.

The Utah College of Applied Technology's (UCAT) eight regional campuses as well as the applied technology centers at Salt Lake Community College, Snow College, and Utah State University Eastern exist to serve Utah's employers, providing them with highly skilled workers. Several campuses are experiencing dramatic growth in specialized programs that their respective service regions need in order to serve a unique employment cluster in each region.

Composite technicians, precision painters, sheet metal mechanics, electronics mechanics, aircraft pneudraulics equipment mechanics, aircraft mechanics, aircraft engine mechanics and aircraft electricians are anticipated to be in high demand in northern Utah. Not only will industries need employees trained in operating machining equipment, but they also need employees who understand the software programming side of machining.

Within the construction sector, employers are requiring greater numbers of electricians, HVAC specialists and plumbers. Within the medical field, new and emerging fields are influencing curriculum development at UCAT campuses. Employers increasingly are looking for skilled medical scribes and medical billing and coding specialists.

UCAT campuses and USHE) institutions have observed increasing demand for individuals trained in the most up-to-date information technologies. Campus advisory committees are reporting that employers have asked for more students trained in cloud computing, web development and programming, app development, data mining and data security. The need is most apparent for smaller companies that do not have the draw that larger, more recognized companies enjoy.

## **2. Workforce Development, Education and Training Activities Analysis**

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* above. This must include an analysis of –

### **A. The State's Workforce Development Activities**

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.\*

---

\* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled

Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

### **Utah's Workforce Development, Education and Training Activities Analysis**

Utah's Unified Plan includes an analysis of its workforce development activities, including education and training in the state, to address the education and skill needs of the workforce as identified above and the employment needs of employers as identified above.

(A) Utah's workforce development activities, including the education and training activities of the core programs, one-stop required partner programs and other partners

Developing a workforce prepared for current and emerging occupations is critical to the state's economic well-being. Utah's governor, state legislature and Board of Regents all have endorsed and continue to support the "66 by 2020" goal to have 66 percent of Utah's adults earn a post-secondary credential by the year 2020. In addition, the State of Utah actively supports a workforce development environment designed to meet employer's needs that is a part of every core and one-stop service delivery required in partners' plans.

Utah agencies support the Governor's Office of Economic Development's (GOED) industry clusters. As described in the Economic, Workforce, and Workforce Development Activities Analysis section, the clusters are established based on data and input from Utah employers.

The post-secondary landscape in the state includes eight institutions of higher education comprising the Utah System of Higher Education (USHE); the Utah College of Applied Technology (UCAT), with eight campuses across the state; and a number of private nonprofit and private for-profit institutions. Collectively, these institutions provide a diverse and broad array of credit and non-credit educational offerings that prepare Utah's adults to become productive and contributing members within their respective communities. The higher education system targets GOED's industry clusters and utilizes information from business committees to help guide their programming and curriculum development.

The educational offerings provided by the state's post-secondary institutions spans a vast educational landscape. Its programs prepare students for applied learning for specific occupational skills in relatively short periods of time through advanced degrees, developing some of the state's and nation's top talent in highly specialized disciplines. Additionally, these offerings affect students in secondary education (K-12) and Adult Education as they seek college and career choices, enter pathways that meet their goals, and in some cases receive assistance through WIOA funds. The Board of Regents' current strategic plan includes the following goals: affordable participation, timely completion and innovative discovery.

### **Utah College of Applied Technology (UCAT)**

The UCAT system supports students and employers through its programs, including Custom Fit, which is a dynamic partnership between the UCAT, its college campuses, select sister institutions across the state, and the local business community. Its mission is to provide customized employee training. UCAT's mission to meet the needs of Utah's employers for technically skilled workers is accomplished by preparing certificate-seeking students for entry-level employment, providing occupational upgrade training for those currently employed and building career and technical skills for high-school students. Employers play a vital role in UCAT's mission to provide market-driven technical education. Partnerships with applied technology colleges and local employers ensure that

every program provides the most current and relevant curriculum, labs and equipment to students. Students leave job ready because of their frequent interactions with employers who know the industry and what technical skills are needed to succeed in the job market. Employers who serve on advisory committees hire UCAT students and often provide internships, equipment, assistance at campus events and expertise to enhance new and current programs.

### **Utah System of Higher Education (USHE)**

The USHE is comprised of eight public colleges and universities. Each of these institutions fulfills a particular educational mission for the state. The institutions include two research universities: the University of Utah and Utah State University; one liberal arts and sciences university: Southern Utah University; three regional universities: Weber State University, Dixie State University, and Utah Valley University; and two community colleges: Snow College and Salt Lake Community College. These public institutions provide the majority of higher education programs and services within the state, including programs where students can earn certificates and associate, bachelor's and graduate degrees. These institutions serve as economic levers for the state through research, teaching and service, and they provide the majority of the state's post-secondary instruction in career and technical education (CTE). Offering CTE programs and courses throughout the state in credit and non-credit formats, USHE institutions work closely with local business and industry leaders to develop and deliver programs specifically tailored to local workforce needs. USHE institutions offer certificates and awards for high-school and post-secondary learners while maintaining employer advisory boards, employer partnerships for internships and placement, equipment or program support and more. Most UCAT campuses and all USHE schools maintain career centers focused on workforce development, career advisement, internship services and career employment. Together they prepare more than 150,000 students annually in workforce development or readiness skills.

### **Utah Adult Education**

Utah Adult Education plays an important partnership role in workforce development. Adult education empowers individuals ages 16 to 19 who are no longer attending a secondary (K-12) program of instruction as well as qualifying adults ages 20 and above to become self-sufficient by gaining the skills necessary for college, training, future employment and personal successes. Utah Adult Education assists adults to become literate and obtain the knowledge and college- and career-readiness skills necessary for employment and self-sufficiency while completing a secondary education and basic literacy instruction. Utah Adult Education is a program of instruction below the collegiate level for qualifying adults ages 16 and up comprising Adult High School Completion (AHSC/ASE) for academic levels from the 9.0-to-12.0 grade levels, Adult Basic Education (ABE) for basic literacy instruction from the 0-to-8.9 grade levels and instruction for non-native English Language Learners (ELL).

### **Utah State Board of Education (K-12)**

Public secondary education (K-12) is a vital partner in meeting the state's overall education and training objectives. Educating the children of Utah prepares them for post-secondary education and the workforce. In addition, there are programs and partner programs that directly support this transition, including:

- College and Career Awareness: Explores and prepares students for college and career pathways, focusing on jobs that are high skill and high demand as well as satisfying and financially rewarding.

- Career and Technical Education: Provides all students with a seamless education system from public education to post-secondary education, driven by a College and Career Ready Plan and using competency-based instruction that culminates in essential life skills, certified occupational skills and meaningful employment. CTE prepares students for careers that are most in demand and that are part of the economic development of the state.

- Work-Based Learning (WBL): Provides opportunities for students to learn a variety of skills through rigorous academic preparation with hands-on career development experiences. Under the guidance of adult mentors, students learn to work in teams, solve problems and meet employers' expectations.

- Career and Technical Education Pathways: Allows students to see firsthand how classroom instruction connects to the world of work and future career opportunities through a variety of WBL experiences. WBL supports the CTE Pathways initiative. WBL experiences are available in each CTE Pathway. Experiences include, but are not limited to, apprenticeships, career fairs, field studies, guest speakers, job shadows and student internships.

- International Baccalaureate (IB) program: Consists of three programs that encompass ages 3-19:

- o Primary Years Program (Ages 3-12)

- o Middle Years Program (Ages 12-16)

- o Diploma Program (Ages 16-19)

All three programs require study in a broad range of subjects, including content in cultural education, and place special emphasis in acquiring and developing language, developing skills of learning and creating opportunities for individual and collaborative planning as well as a community service component requiring action and reflection to complement the course of study.

- Advanced Placement (AP) program: Offers high-school students worldwide the opportunity to take college-level courses while attending secondary school. AP courses are invariably more rigorous than other high-school offerings.

- Concurrent Enrollment (CE) and agreements with post-secondary institutions:

The purpose of CE is to provide a challenging college-level experience for students in their last two years of high school. Course offerings in math, science, social studies, language arts, fine arts, humanities, world languages, career and technical programs, and education have been implemented in high schools throughout the state.

## **STEM Action Center**

The STEM Action Center is Utah's leader in promoting science, technology, engineering and math through best practices in education to ensure connection with industry and Utah's long-term economic prosperity. Their vision is to produce a STEM-competitive workforce to ensure Utah's continued economic success in the global marketplace and to catalyze student experience, community engagement and industry alignment by identifying and implementing the public- and higher-education best practices that will transform workforce development.

## **The Governor's Office of Economic Development (GOED)**

GOED's activities and goals support workforce development in Utah. Their four economic development principles include to:

- Strengthen and grow existing Utah businesses, both urban and rural
- Increase innovation, entrepreneurship and investment
- Increase national and international business
- Prioritize education to develop the workforce of the future

GOED has identified six clusters to target. Each of these clusters were selected by analyzing data and gathering input from businesses. The clusters align with the industry sectors selected by the SWDB. They include:

- Aerospace and defense
- Energy and natural resources
- Financial services
- Life sciences
- Outdoor products
- Software development and information technology

### **The Utah Department of Workforce Services (DWS)**

DWS's employment exchange system supports workforce development. Whether a job seeker is in the beginning phases of choosing a career or needs a better job, DWS offers an array of online and in-house services. DWS's employment exchange system fuels Utah's economic engine by supporting the workforce with training, education and other resources. The department's top priority is to align the skills and knowledge of Utah's citizens with the needs of employers. Workforce development tools and activities include:

- Career planning
- Job readiness tools
- Job matching
- Online portal
- Business development and partnerships
- Economic data

### **State Workforce Development Board (SWDB)**

Utah's governor has created specific, attainable goals that are relevant to the economy of today and tomorrow. In doing so, he created objectives and action items to guide and challenge his cabinet. The DWS executive director and the SWDB are taking leading roles in this call to action. Collaboration and partnership are the keys to achieving these goals. DWS executives, agency staff and SWDB members serve on various boards, committees and workgroups that target the governor's goals. DWS also partners and contributes in the Utah Economic Summit, Rural Economic Summit and quarterly economic meetings. Beyond high-level coordination, the efforts of DWS employment counselors and workforce development specialists in meeting the needs of employers and job seekers also helps create a growing, vibrant economy.

### **Career Pathways**

Students will know how to get into a pathway for a career more easily when secondary pathway programs align with post-secondary training programs. It allows adults to see the importance of continuing their education and increasing their skill level. It also shows how careers have multiple entry and exit points and can assist with developing career goals. Many partners are working to develop and support the career pathways concept, including all levels of education, GOED, USOR and DWS.

### **Data Systems & Warehouses**

An important part of the workforce development system is collecting and reporting data to measure outcomes and performance. Utah agencies, including DWS, USOR, Adult Education, the Utah Data Alliance (UDA), UCAT, and USHE, currently collect and analyze data to produce required state and federal reports. All of the partners are currently updating MOUs for data sharing.

### **Veteran's Initiatives**

Veterans receive Priority of Service (POS) as they transition from the military or any time they seek employment services from DWS to gain or improve their employment status. Veteran Employment Services supports veterans in their reintegration process as they leave the military and rejoin the civilian workforce. The Job for Veteran State Grant (JVSG), as funded by the U.S. Department of Labor/Veteran Employment and Training Services (USDOL/VETS), provides intensive services for veterans that have significant barriers to employment. DWS is also looking at strategies to reduce the duration of veterans on the unemployment rolls and to help veterans on state-provided Medicaid seek VA medical benefits. Accelerated Credentialing to Employment (ACE) helps veterans, National Guard members, reservists and spouses gain licenses and certifications for employment.

### **The Utah Defendant Offender Workforce Development (UDOWD)**

UDOWD Task Force consists of members from state, federal and local law enforcement along with nonprofit and religious organizations. Its primary goal is to assist ex-offenders in obtaining employment and learning how to become productive members of society. UDOWD contributes to workforce development by reengaging people who have been out of the workforce into productive employment in education and employment settings.

### **Employment First Initiative**

The Utah Employment First Partnership is a shared commitment among the Utah Department of Workforce Services (DWS), the Division of Services for People with Disabilities (DSPD) and the Utah State Office of Rehabilitation (USOR) to improve state-government services focused on persons with disabilities, helping them to achieve competitive, integrated and community-based employment.

Utah's Employment First Initiative supports workforce development. It expects, encourages, provides, creates and rewards integrated employment in the workforce. It is the first and preferred outcome for working-age youth and adults with disabilities at minimum wage or higher. This program focuses on individuals with complex and significant disabilities for whom job placement in the past has been limited or traditionally has not occurred.

### **Choose to Work (CTW)**

CTW is a partnership between USOR and DWS. The agencies work together to meet the expanding needs of Utah employers by providing them with qualified and job-ready individuals. Choose to Work's employment specialists provide statewide job development and placement services to Utah job seekers with disabilities, offering employers a constant source of job applicants. Applicants' skills range from entry level to professional in virtually all job categories.

### **Work Success**

Finding a job is a full-time job. Work Success provides the tools needed for a successful job search. Offered by DWS, this two-to-four-week course offers individuals the opportunity to attend daily classes where they learn new skills, get support from experienced job coaches and access cutting-edge employment resources. Individuals are able to broaden peer networks. Most participants find employment in one to four weeks.

### **Utah Cluster Acceleration Partnership (UCAP)**

The UCAP program is designed to strengthen collaboration between post-secondary education, industry and economic development in order to better respond to the needs of designated regional and statewide clusters. It is a collaborative partnership among:

- The Department of Workforce Services
- The Utah System of Higher Education
- The Governor's Office of Economic Development

The UCAP program provides funding to public post-secondary educational institutions to develop, implement or enhance educational programs that are responsive to regional and statewide industry needs or industry trade associations located in Utah that serve a state-designated industry cluster or regional economic need. UCAP also provides funding to public school districts, individual schools or charter schools to develop, implement or enhance career pathway programs and connect them to post-secondary institutions.

The program is intended to increase the number of individuals who earn industry-recognized credentials, develop career pathways with multiple entry and exit points for students along the post-secondary education continuum and create systemic change by establishing processes and programs that better connect education, the workforce and employers.

### **Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance (SNAP)**

Utah has the advantage of integrating programs such as TANF and SNAP within the one-stop delivery system. These programs provide the great asset of access to a greater number of job

seekers who can meet employers immediate workforce needs. In turn, connecting recipients of these programs with career and training services increases their employment opportunities.

Utah's SNAP program encourages outreach and engagement in career services through both self-service and mediated means. Job seekers can take an evaluation of their job preparation needs. The online system then recommends workshops from which they could benefit. These workshops can be accessed both online and in person to help identify transferrable skills, relate labor-market information, build a résumé, create well-crafted answers to interview questions, draft a marketing message, etc. Participants are taught how to use the online labor exchange system to search for employment opportunities. They also have access to an online job search log where they can track their applications, interviews and any other follow up related to their job search in one place. These programs' integration gives job seekers one access point to reconnect with the workforce more readily or increase their employability with training services that otherwise would not be as seamless for them.

## **B. The Strengths and Weaknesses of Workforce Development Activities**

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

### **(B) Strengths and Weaknesses of Workforce Development Activities**

Utah has many advantages going into the implementation of the Workforce Innovation and Opportunity Act. Its workforce development system is strong because, under the leadership of the governor and state legislature, almost all agencies, public education, adult education and higher education entities at the state and local levels strive to improve Utah's economic environment. These entities communicate and share information with one another in a variety of ways. There are many existing partnerships that are strong and collaborative.

#### **Strengths include:**

- Successful implementation of the Workforce Investment Act (WIA)
- A strong track record of the Department of Workforce Services successfully delivering integrated services statewide, including many of the core and mandatory programs under WIOA
- Established collaboration among all the core partners, including DWS, the Utah State Office of Rehabilitation (USOR) and Adult Education
- An integrated workforce system that already shares information and data among key partners such as Unemployment Insurance (UI), Wagner-Peyser and Temporary Assistance for Needy Families (TANF)
- Online access to many services
- A high level of expertise at the operational level via the core partners' staffs, which, along with the commitment to help people, provides a strong base to further build and develop partnerships

#### **Utah foresees certain challenges in this implementation, including:**

- Establishing sufficient and stable funding sources



- Receiving timely clarification on regulations from our federal partners
- Achieving the new emphasis on transition-age youth and the 15 percent funding requirement
- Attaining the Eligible Training Provider performance data required from education and training providers
- Tackling conflicting program requirements between partners and difficulties sharing data to clearly measure outcomes and performance due to a lack of resources to develop the systems and then analyze and produce reports. Resolving the data-sharing issues will take time, but Utah should be able to overcome its obstacles. Budget and staffing constraints are a problem when the workload is higher than the current staff can manage or unfunded mandates are placed on agencies.
- Lacking diverse opportunities at the operational level to offer clients/customers in rural communities
- Helping partners understand the big picture and push past the occasional lack of understanding between them that can arise from partner staffs' high level of expertise at the operational level, although many of these issues can be resolved by training and educating partner staff and having demonstrated support from top executives

## **C. State Workforce Development Capacity**

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A) above.

### **(C) State Workforce Development Capacity.**

A workgroup will be established by Fall 2016 to research the capacity of state entities to provide the workforce development activities defined in Section II(a)(b)(2)(A) and report to the state SWDB by Spring 2017.

## **b. State Strategic Vision and Goals**

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

### **1. Vision**

Describe the State's strategic vision for its workforce development system.

#### **(b) Utah's Strategic Vision and Goals**

Utah's unified plan includes the state's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency.

#### **(1) Vision**

A strong economy depends on a world-class workforce. Utah will continue to enhance and expand collaborative efforts with employers, educational institutions and government agencies through business development and partnership in key sectors and occupations to make this happen. The Utah approach is regionally oriented and requires a two-way path in communication between all partners. Through implementation of WIOA, Utah will increase access to and opportunities for the employment, education, training and support services that individuals — particularly those with barriers to employment — need to succeed in the workforce.

## 2. Goals

Describe the goals for achieving this vision based on the above analysis of the State's economic conditions, workforce, and workforce development activities. This must include—

- Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment\* and other populations.\*\*
- Goals for meeting the skilled workforce needs of employers.

---

\* Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

\*\* Veterans, unemployed workers, and youth and any other populations identified by the State.

### **(2) Goals: Utah's goals for achieving its vision based on the workforce analysis above**

#### **Focus All-Encompassing Partnerships**

Utah will partner across the WIOA core and required partners, education, economic development, businesses, and other programs to coordinate, align strategies, leverage resources and work together to develop Utah's workforce.

Utah will strengthen its partnerships by:

- Conducting an economic assessment of statewide workforce needs, working with core and required partners to create an effective and integrated workforce system supporting strong, diverse economies throughout the state
- Leveraging state funding resources to support the promotion of key occupational clusters and industry sectors identified through economic analysis and input from employers, and utilizing these resources to support the state workforce development activities

- Identifying opportunities to align, collaborate among and connect core and required partners to better serve Utahns as well as develop strategies and recommendations to improve service

### **Focus: Employers**

Utah will involve employers directly in the workforce development system by utilizing and leveraging existing partnerships and expanding opportunities for them to participate as the state moves forward in developing new partnerships and aligning programs. This will include:

- Identifying employers' needs by collecting information through surveys and industry groupings, utilizing existing information and identifying gaps
- Reaching out to employers to help design career pathways for use in secondary education (K-12), Adult Education and post-secondary education
- Evaluating the effectiveness of existing services by creating an interactive inventory of the state-offered training programs for both workers and businesses in the state, evaluating data to determine the training's effectiveness in meeting the needs of businesses and employees, retooling the offerings accordingly and ensuring that decision-makers at all levels, public and private, have access to the information
- Working with businesses to accurately reflect position requirements and appropriately collect information in the hiring process through the labor exchange systems, primarily in an effort to improve the state's workforce development efforts and additionally for recruiting efforts in general
- Leveraging communication channels that will promote available internships, apprenticeships and on-the-job training that companies are willing to provide as well as connecting companies interested in providing these types of training opportunities with the state workforce development system
- Coordinate and collaborate in outreach and marketing to the business sector.

For employers to be successful as partners in this effort, they need to articulate what they require from the workforce to meet their business needs, set realistic expectations regarding experience and education, and demonstrate accessible hiring practices for individuals with barriers to employment.

### **Focus: Education and Training**

Education and training partners need to continue to focus on establishing programs that meet both the current and emerging needs of employers, including an emphasis on real-life applicability of skills development. This will be done by:

- Developing a talent pipeline in targeted industry sectors
- Continuing to gather information from employers and supporting the needs of other industry sectors because identified sectors may not be representative of the entire workforce system
- Strengthening public awareness in recruiting WIOA-targeted populations, specifically those with barriers to employment, to participate in educational offerings

- Developing programs and strategies that help high-school students connect to concurrent enrollment, high school CTE, Adult Education and other partnership pathways to post-secondary CTE programs
- Identifying short-term post-secondary CTE certificate programs that link to recognized industry credentials, including a subset of certificate or degree programs (stacked and latticed credentials) to provide efficient pathways for students to achieve additional educational credentials; ensuring this is addressed by the career pathway workgroup with a focus on targeted industries/occupations; and maintaining a list of programs that is accessible to the workforce system
- Exploring opportunities to align, coordinate and collaborate among core and required partners' career pathway initiatives and developing a mechanism or strategy to share information about programs, grants, partnerships, etc. to inform partner staff, students and customers and to enable them to easily identify individual career pathways to employment

### **Focus: Workforce**

The workforce needs to possess the education and training required by employers with an eye toward continuously improving skills and experience. This will involve:

- Identifying and increasing awareness for supplementary training to increase the job-readiness skills necessary for competition in the workforce
- Leveraging core programs and required partner programs to increase awareness of the workforce skills employers are requesting
- Ensuring industry needs are met by the workforce
- Developing career pathways to support ongoing skill development

### **Focus: Populations with Barriers to Employment**

Government and community partners need to leverage resources toward strengthening the populations with barriers to employment in a way that will elevate them into the general world-class workforce of Utah. This will include:

- Enhancing partnerships with schools (K-12), Adult Education, post-secondary institutions and community services that already interact with these populations, reviewing comprehensive strategies and implementing best practices to ensure access to services, and encouraging common outreach and messaging to target populations
- Completing ongoing evaluations of performance measures with the goal of facilitating, rather than impeding, service delivery
- Setting performance expectations with the core and required partners, understanding that many individuals served have greater-than-average barriers to employment and training, and developing a cycle of continuous improvement to assess program efficacy and make real-time adjustments to outreach strategies

## **3. Performance Goals**

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

### **(3) Performance Goals**

Utah's performance goals will be established in the State Unified Plan as required.

## **4. Assessment**

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

### **(4) Assessment**

#### **Vision**

A strong economy depends on a world-class workforce. Utah will continue to enhance and expand collaborative efforts with employers, educational institutions and government agencies through business development and partnership in key sectors and occupations to make this happen. The Utah approach is regionally oriented and requires a two-way path in communication between all partners. Through implementation of WIOA, Utah will increase access to and opportunities for the employment, education, training and support services that individuals — particularly those with barriers to employment — need to succeed in the workforce.

The overall effectiveness of Utah's workforce development system in relation to its strategic vision will be assessed through performance measures and meeting its negotiated outcomes. Specifically the performance measures related to employment, education and training and supportive services:

#### *Employment after second quarter exit*

- Adults
- Dislocated workers
- Youth
- Adult Education
- Vocational Rehabilitation

#### *Employment after fourth quarter exit*

- Adults
- Dislocated workers
- Youth

- Adult Education

- Vocational Rehabilitation

*Median earnings second quarter after exist*

- Adults

- Dislocated workers

- Youth

- Adult Education

- Vocational Rehabilitation

*Credential attainment rate*

- Adults

- Dislocated workers

- Youth

- Adult Education

- Vocational Rehabilitation

*Measureable skills gains*

- Adults

- Dislocated workers

- Youth

- Adult Education

- Vocational Rehabilitation

*Effectiveness in serving employers*

- Adults

- Dislocated workers

- Youth

- Adult Education

- Vocational Rehabilitation

It will also be assessed in terms of the membership of the SWDB and committee members. Each committee will prepare an annual report that describes their activities and accomplishments relating to collaboration, partnering and building connections/relationships with businesses in key industries and occupations throughout the state and incorporating partner feedback and participation into their processes.

## **Goals**

### **Focus All-Encompassing Partnerships**

Utah will partner across the WIOA core and required partners, education, economic development, businesses, and other programs to coordinate, align strategies, leverage resources and work together to develop Utah's workforce.

Utah will strengthen its partnerships by:

1. Conducting an economic assessment of statewide workforce needs, working with core and required partners to create an effective and integrated workforce system supporting strong, diverse economies throughout the state

- Assessed by: Completion and distribution of the data driven economic assessment of statewide workforce needs. The Operations Committee will oversee the development and completion of this annual assessment. The first assessment is due July 2017.

2. Leveraging state funding resources to support the promotion of key occupational clusters and industry sectors identified through economic analysis and input from employers, and utilizing these resources to support the state workforce development activities

- Assessed by: Annual reports submitted by each SWDB committee describing recommendations or steps that have been taken to leverage state funding resources to support the promotion of key occupational clusters and industry sectors identified through economic analysis and input from employers and describing how these actions support the state workforce development system. The report will include a summary of recommendations for next steps. The first annual report is due July 2017.

3. Identifying opportunities to align, collaborate among and connect core and required partners to better serve Utahns as well as develop strategies and recommendations to improve service

- Assessed by: Annual reports submitted by each SWDB committee describing recommendations or steps that have been taken to improve alignment, collaboration and connection among partners. The first annual report is due July 2017. During 2018 - 2020 the committees will evaluate the effectiveness of their recommendations once they have been implemented by assessing the required performance measures.

### **Focus: Employers**

Utah will involve employers directly in the workforce development system by utilizing and leveraging existing partnerships and expanding opportunities for them to participate as the state moves forward in developing new partnerships and aligning programs. This will include:

1. Identifying employers' needs by collecting information through surveys and industry groupings, utilizing existing information and identifying gaps

- Assessed by: Completing and distributing a report that contains Labor Market Information (LMI), Management Information System Information (MIS), and any current surveys and feedback collected by core and required partners that describe employers' current needs. The Operations Committee will oversee the development of this report. The first report will be completed by October 2017 so it can be used for strategic planning in 2018.

2. Reaching out to employers to help design career pathways for use in secondary education (K-12), Adult Education and post-secondary education

- Assessed by: The Career Pathways Committee will describe how it has accomplished this in its annual report due July 2017 and how it will continue to build and improve its connection to employers and education and training providers in development of career pathways.

3. Evaluating the effectiveness of existing services by creating an interactive inventory of the state-offered training programs for both workers and businesses in the state, evaluating data to determine the training's effectiveness in meeting the needs of businesses and employees, retooling the offerings accordingly and ensuring that decision-makers at all levels, public and private, have access to the information

- Assessed by: Completion of the on-line Eligible Training Providers List (ETPL) and making it available to the public by 2017. SWDB committees will describe in their July 2017 annual reports how they used these data to inform recommendations related to retooling offerings and ensuring decision makers have access to the information. The SWDB will oversee creation of a marketing plan and a method of collecting user feedback by 2020.

4. Working with businesses to accurately reflect position requirements and appropriately collect information in the hiring process through the labor exchange systems, primarily in an effort to improve the state's workforce development efforts and additionally for recruiting efforts in general

- Assessed by: Annual reports from the Department of Workforce services that includes data related to overall market share of employers utilizing UWORKS and the average retention time of job seekers who used UWORKS to secure a job.

5. Leveraging communication channels that will promote available internships, apprenticeships and on-the-job training that companies are willing to provide as well as connecting companies interested in providing these types of training opportunities with the state workforce development system

- Assessed by: Annual reports submitted by SWDB committees will describe recommendations and/or steps they are taking to promote as well as collect information on internships, work-based learning opportunities, apprenticeships, and on-the-job-training opportunities. By July 2017 the committees will have an inventory of these career pathway opportunities, employer and education partners that support these efforts and an analysis of any gaps or opportunities for improvement. During 2018 - 2020 committees will assess increased job seeker/student connections to these types of opportunities, increased number of opportunities, and increased or stronger partnerships resulting from the committee's recommendations. The first report is due July 2017.

6. Coordinate and collaborate in outreach and marketing to the business sector.



- Assessed by: The annual report submitted in 2017 by the SWDB will describe recommendations or steps taken to coordinate and collaborate in outreach and marketing to the business sector. The core and required partners will work toward aligning marketing and outreach activities. The recommendations will be implemented and measured using individual agency standards all partners currently have in place during 2018 - 2020.

For employers to be successful as partners in this effort, they need to articulate what they require from the workforce to meet their business needs, set realistic expectations regarding experience and education, and demonstrate accessible hiring practices for individuals with barriers to employment.

### **Focus: Education and Training**

Education and training partners need to continue to focus on establishing programs that meet both the current and emerging needs of employers, including an emphasis on real-life applicability of skills development. This will be done by:

#### **1. Developing a talent pipeline in targeted industry sectors**

- Assessed by: Annual reports from SWDB committees will describe recommendations and steps for developing a talent pipeline in targeted industry sectors by July 2017. The recommendations will be implemented during 2018 - 2020 and results will be assessed using the required performance measures and the number of openings posted in UWORKS.

#### **2. Continuing to gather information from employers and supporting the needs of other industry sectors because identified sectors may not be representative of the entire workforce system**

- Assessed by: Annual SWDB committee reports will describe how they will gather information from employers and support the needs of industry sectors outside targeted industry sectors by 2017. The annual economic analysis assessment/report will identify industry trends and other industry sectors Utah should target.

#### **3. Strengthening public awareness in recruiting WIOA-targeted populations, specifically those with barriers to employment, to participate in educational offerings**

- Assessed by: Annual report from the SWDB will describe how it will coordinate public messages from partners to increase awareness in recruiting WIOA targeted populations by July 2017. The recommendations will be implemented during 2018- 2020 and assessed through Utah's WIOA customer service survey and reviewing data collection to identify referral sources, trends and patterns. The Operations Committee will oversee a workgroup of core partner and education communications staff who will gather information on current practices, identify gaps and make recommendations for improvements by May 2017.

#### **4. Developing programs and strategies that help high-school students (enrolled and not enrolled) connect to concurrent enrollment, high school CTE, Adult Education and other partnership pathways to post-secondary CTE programs**

- Assessed by: The Career Pathway Committee will develop recommendations and steps for creating programs and strategies that help high school students connect to career pathways. The committee will collect information about current career pathway activities and identify gaps and opportunities for improvement. The recommendations will be reported in the committee's annual report in July 2017 and implemented during 2018 - 2020.

5. Identifying short-term post-secondary CTE certificate programs that link to recognized industry credentials, including a subset of certificate or degree programs (stacked and latticed credentials) to provide efficient pathways for students to achieve additional educational credentials; ensuring this is addressed by the career pathway workgroup with a focus on targeted industries/occupations; and maintaining a list of programs that is accessible to the workforce system

- Assessed by: The Career Pathways Committee will make recommendations in its July 2017 annual report and implement them during 2018 - 2020. The recommendations will be assessed on the number of programs that link to jobs in targeted industries and the number of certificates that lead to a degree program.

6. Exploring opportunities to align, coordinate and collaborate among core and required partners' career pathway initiatives and developing a mechanism or strategy to share information about programs, grants, partnerships, etc. to inform partner staff, students and customers and to enable them to easily identify individual career pathways to employment

- Assessed by: The Career Pathways Committee will gather statewide information regarding career pathway activities, identify gaps, and provide recommendations for improving alignment and coordination by July 2017. The committee will maintain the list ensuring that it is updated, current and that steps toward improving communication and coordination continue. They will report this annually.

### **Focus: Workforce**

The workforce needs to possess the education and training required by employers with an eye toward continuously improving skills and experience. This will involve:

1. Identifying and increasing awareness for supplementary training to increase the job-readiness skills necessary for competition in the workforce

- Assessed by: A report will be written by DWS staff and distributed that describes the need for supplementary training to increase job-readiness skills necessary for competition in the workforce by July 2017. Utah will explore performance measurement options such as the number of core partner customers who receive supplementary training and have successful job placements. The required performance measures will be used as a tool to assess the effectiveness of implemented recommendations related to this goal..

2. Leveraging core programs and required partner programs to increase awareness of the workforce skills employers are requesting

- Assessed by: Annual reports from the committees will describe recommendations or steps for leveraging core programs and required partner programs to increase awareness of the workforce skills identified in the report by July 2017. The recommendations will be implemented during 2018 - 2020. The required performance measures will be used as a tool to assess the effectiveness of implemented recommendations related to this goal.

3. Ensuring industry needs are met by the workforce

- Assessed by: Completing and distributing a report that contains Labor Market Information (LMI), Management Information System Information (MIS), and any current surveys and feedback collected by core and required partners that describe employers' current needs. The Operations Committee

will oversee the development of this report. The first report will be completed by October 2017 so it can be used for strategic planning in 2018.

#### 4. Developing career pathways to support ongoing skill development

- Assessed by: The Career Pathway Committee will develop recommendations and steps for creating and/or supporting programs and strategies that help high school students connect to career pathways. The committee will collect information about current career pathway activities, identify gaps and opportunities for improvement. The recommendations will be reported in the committee's annual report in July 2017 and implemented during 2018 - 2020.

### **Focus: Populations with Barriers to Employment**

Government and community partners need to leverage resources toward strengthening the populations with barriers to employment in a way that will elevate them into the general world-class workforce of Utah. This will include:

1. Enhancing partnerships with schools (K-12), Adult Education, post-secondary institutions and community services that already interact with these populations, reviewing comprehensive strategies and implementing best practices to ensure access to services, and encouraging common outreach and messaging to target populations

- Assessed by: Annual reports from SWDB committees will describe recommendations and steps for enhancing partnerships that currently interact with populations with barriers to employment through reviewing comprehensive strategies, best practices, and common outreach and messaging by July 2017. The recommendations will be implemented during 2018 - 2020 and assessed by evaluating required performance measures.

2. Completing ongoing evaluations of performance measures with the goal of facilitating, rather than impeding, service delivery

- Assessed by: SWDB committees are required to evaluate performance measures and develop recommendations that support and facilitate service delivery. The SWDB will include an initial evaluation in its July 2017 annual report. Committee recommendations will be implemented during 2018-2020 and assessed through required performance measures.

3. Setting performance expectations with the core and required partners, understanding that many individuals served have greater-than-average barriers to employment and training, and developing a cycle of continuous improvement to assess program efficacy and make real-time adjustments to outreach strategies

- Assessed by: SWDB committees are required to evaluate core and required partner performance expectations and make recommendations for continuous improvement that will be implemented during 2018 - 2020 and assessed through required performance measures. The SWDB will include an initial evaluation of this goal in its July 2017 annual report.

## **c. State Strategy**

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce

development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

**1. Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). “Career pathway” is defined at WIOA section 3(7). “In-demand industry sector or occupation” is defined at WIOA section 3(23).**

**(c) Utah’s Strategy to Achieve its Strategic Vision and Goals**

Utah’s strategies take into account its economic, workforce, workforce development, education and training activities and analysis provided in the section above. Utah’s Unified Plan includes strategies to achieve its vision and goals. The strategies are flexible to accommodate the state’s economic, workforce, and workforce development, education and training activities and analysis provided in Section (a). The plan includes specific strategies to address the needs of populations described in Section (a). The foundation of Utah’s plan is built upon utilizing data, partnerships, and its resources to implement strategies that support operations to provide services to individuals and employers. Utah is committed to changing and/or adjusting its strategies as needed to meet the state’s workforce needs. Utah’s SWDB will establish standing committees to ensure Utah’s goals and vision are met. These include Youth, Apprenticeships, Services to Individuals with Disabilities, Career Pathways, and Operations.

**Vision**

A strong economy depends on a world-class workforce. Utah will continue to enhance and expand collaborative efforts with employers, educational institutions and government agencies through business development and partnership in key sectors and occupations to make this happen. The Utah approach is regionally oriented and requires a two-way path in communication between all partners. Through implementation of WIOA, Utah will increase access to and opportunities for the employment, education, training and support services that individuals — particularly those with barriers to employment — need to succeed in the workforce.

Utah’s strategy for achieving its vision is primarily through the SWDB and its committees. Five committees have been formed with the authority to add non-board members, staff, experts, and/or form temporary workgroups to meet specific needs or accomplish specific goals. The committees create charters with goals based on Utah’s Unified Plan and other workforce development needs. The committees are required to set goals, timelines and report recommendations to the full SWDB for approval. Once recommendations are approved, they will be implemented by workforce development partners.

**Goals**

**Focus All-Encompassing Partnerships**

Utah will partner across the WIOA core and required partners, education, economic development, businesses, and other programs to coordinate, align strategies, leverage resources and work together to develop Utah’s workforce.

Utah will strengthen its partnerships by:

1. Conducting an economic assessment of statewide workforce needs, working with core and required partners to create an effective and integrated workforce system supporting strong, diverse economies throughout the state

- Strategy: The economic assessment of statewide workforce needs will be used by the SWDB committees to ensure that their recommendations are based in Utah's workforce needs.

2. Leveraging state funding resources to support the promotion of key occupational clusters and industry sectors identified through economic analysis and input from employers, and utilizing these resources to support the state workforce development activities

- Strategy: Each SWDB committee will create charters with the goal of making recommendations to leverage state funding resources to support the promotion of key occupational clusters and industry sectors identified through economic analysis and input from employers and describe how these actions support the state workforce development system.

3. Identifying opportunities to align, collaborate among and connect core and required partners to better serve Utahns as well as develop strategies and recommendations to improve service

- Strategy: Each SWDB committee will create charters with the goal of making recommendations to improve alignment, collaboration, and connection among partners.

### **Focus: Employers**

Utah will involve employers directly in the workforce development system by utilizing and leveraging existing partnerships and expanding opportunities for them to participate as the state moves forward in developing new partnerships and aligning programs. This will include:

1. Identifying employers' needs by collecting information through surveys and industry groupings, utilizing existing information and identifying gaps

- Strategy: Completing and distributing a report describing employers' current needs. The Operations Committee will oversee the development of this report.

2. Reaching out to employers to help design career pathways for use in secondary education (K-12), Adult Education and post-secondary education

- Strategy: The Career Pathways Committee will gather information on current activities regarding career pathway projects and programs, conduct a gap analysis and make recommendations for the SWDB to approve by July 2017.

3. Evaluating the effectiveness of existing services by creating an interactive inventory of the state-offered training programs for both workers and businesses in the state, evaluating data to determine the training's effectiveness in meeting the needs of businesses and employees, retooling the offerings accordingly and ensuring that decision-makers at all levels, public and private, have access to the information

- Strategy: Completion of the on-line Eligible Training Providers List and making it available to the public by 2017.

4. Working with businesses to accurately reflect position requirements and appropriately collect information in the hiring process through the labor exchange systems, primarily in an effort to improve the state's workforce development efforts and additionally for recruiting efforts in general

- Strategy: Utah will utilize online tools to help employers write position requirements and with their hiring process. DWS staff will directly contact employers who have posted job openings on UWORKS when they see automated key "flags" that have been built into the system identifying potential issues.

5. Leveraging communication channels that will promote available internships, apprenticeships and on-the-job training that companies are willing to provide as well as connecting companies interested in providing these types of training opportunities with the state workforce development system

- Strategy: The SWDB committees will develop an inventory of these career pathway opportunities and partners that support these efforts and an analysis of any gaps or opportunities for improvement by July 2017.

6. Coordinate and collaborate in outreach and marketing to the business sector

- Strategy: The Operations Committee will gather information from the core and required partners' current outreach and marketing efforts, identify gaps, best practices, etc., and make recommendations to the SWDB by January 2018.

For employers to be successful as partners in this effort, they need to articulate what they require from the workforce to meet their business needs, set realistic expectations regarding experience and education, and demonstrate accessible hiring practices for individuals with barriers to employment.

### **Focus: Education and Training**

Education and training partners need to continue to focus on establishing programs that meet both the current and emerging needs of employers, including an emphasis on real-life applicability of skills development. This will be done by:

1. Developing a talent pipeline in targeted industry sectors

- Strategy: SWDB committees will create recommendations and steps for developing a talent pipeline in targeted industry sectors by 2017.

2. Continuing to gather information from employers and supporting the needs of other industry sectors because identified sectors may not be representative of the entire workforce system

- Strategy: SWDB committees will gather information core and required partners have collected about employers, identify any gaps, find ways to close the gaps and use the information to make recommendations for supporting the needs of industry sectors outside targeted industry sectors by July 2017.

3. Strengthening public awareness in recruiting WIOA-targeted populations, specifically those with barriers to employment, to participate in educational offerings

- Strategy: The Operations Committee will gather information from core and required partners, identify gaps and make recommendations for coordinating public messages from partners to increase awareness in recruiting WIOA targeted populations by July 2017.

4. Developing programs and strategies that help high-school students connect to concurrent enrollment, high school CTE, Adult Education and other partnership pathways to post-secondary CTE programs

- Strategy: The Career Pathway Committee will make recommendations and steps for developing programs and strategies that help high school students connect to career pathways. The committee will collect information about current career pathway activities and identify gaps and opportunities for improvement by July 2017.

5. Identifying short-term post-secondary CTE certificate programs that link to recognized industry credentials, including a subset of certificate or degree programs (stacked and latticed credentials) to provide efficient pathways for students to achieve additional educational credentials; ensuring this is addressed by the career pathway workgroup with a focus on targeted industries/occupations; and maintaining a list of programs that is accessible to the workforce system.

- Strategy: The Career Pathways Committee will establish a work group to draft recommendations that will be presented to the SWDB by July 2017. The SWDB will work with its partners to develop a plan that supports other career pathway, apprenticeship, work-based learning, etc. efforts and implement the approved recommendations by July 2018.

6. Exploring opportunities to align, coordinate and collaborate among core and required partners' career pathway initiatives and developing a mechanism or strategy to share information about programs, grants, partnerships, etc. to inform partner staff, students and customers and to enable them to easily identify individual career pathways to employment.

- Strategy: The Career Pathways Committee will develop recommendations, including their gap analysis report and training and marketing strategies for the SWDB to approve. They will be implemented by July 2018.

### **Focus: Workforce**

The workforce needs to possess the education and training required by employers with an eye toward continuously improving skills and experience. This will involve:

1. Identifying and increasing awareness for supplementary training to increase the job-readiness skills necessary for competition in the workforce.

- Strategy: A report will be written and distributed that describes the need for supplementary training to increase job-readiness skills necessary for competition in the workforce by July 2017. The Operations Committee will gather information on the current processes of the core and required partners, identify gaps, and make recommendations to the SWDB by July 2017.

2. Leveraging core programs and required partner programs to increase awareness of the workforce skills employers are requesting.

- Strategy: The Operations Committee will coordinate with the Career Pathways and Apprenticeships committees to gather information on the current processes of the core and required partners, identify gaps, and make recommendations

### 3. Ensuring industry needs are met by the workforce

- Strategy: The Operations Committee will lead the review of current assessments, reports, and other information and include recommendations in its annual report due July 2017.

### 4. Developing career pathways to support ongoing skill development

- Strategy: The Career Pathway Committee will make recommendations and steps for developing programs and strategies that help high school students connect to career pathways. The committee will collect information about current career pathway activities and identify gaps and opportunities for improvement by July 2017.

## **Focus: Populations with Barriers to Employment**

Government and community partners need to leverage resources toward strengthening the populations with barriers to employment in a way that will elevate them into the general world-class workforce of Utah. This will include:

1. Enhancing partnerships with schools (K-12), Adult Education, post-secondary institutions and community services that already interact with these populations, reviewing comprehensive strategies and implementing best practices to ensure access to services, and encouraging common outreach and messaging to target populations

- Strategy: The Operations Committee will develop recommendations and steps for enhancing partnerships that currently interact with populations with barriers to employment through reviewing comprehensive strategies, best practices, and common outreach and messaging by 2017 as part of its evaluation/recommendations for the one-stop center requirements.

2. Completing ongoing evaluations of performance measures with the goal of facilitating, rather than impeding, service delivery

- Strategy: The Operations Committees will make recommendations to the SWDB based on performance measures that facilitate and improve service delivery. The recommendations will be implemented and assessed through required performance measures. This will be done during the 2018 evaluation process.

3. Setting performance expectations with the core and required partners, understanding that many individuals served have greater-than-average barriers to employment and training, and developing a cycle of continuous improvement to assess program efficacy and make real-time adjustments to outreach strategies

- Strategy: The Operations Committee will oversee the evaluation of core and required partner performance expectations and make recommendations for continuous improvement that will be implemented and assessed through required performance measures. This will be done during the 2018 evaluation process.



**2. Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).**

(2) Utah's strategies take into account its economic, workforce, workforce development, education and training activities and analysis provided in the section above.

Utah's Unified Plan includes strategies to achieve its vision and goals. The strategies are flexible to accommodate the state's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a). The plan includes specific strategies to address the needs of populations described in Section (a). The foundation of Utah's plan is built upon utilizing data, partnerships, and its resources to implement strategies that support operations to provide services to individuals and employers. Utah is committed to changing and/or adjusting its strategies as needed to meet the state's workforce needs. Utah's SWDB will establish standing committees to ensure Utah's goals and vision are met. These include Youth, Apprenticeships, Services to Individuals with Disabilities, Career Pathways, and Operations.

Utah's SWDB will have a Career Pathway Committee, which will have an initial meeting by Summer 2016 and meet at least quarterly thereafter. There are many career pathway activities being carried out around the state. The Career Pathway Committee will:

- Meet with partners from around the state and gather information and ideas on how these groups can align, share resources and collaborate
- Make recommendations that include the Six Key Elements of the Career Pathways Toolkit and requirements by WIOA Section 101(d)(3)(B), (D) to the SWDB regarding how the SWDB can best support a coordinated and collaborative state career pathway system
- Support Utah's sector strategies that are aligned with GOED's industry clusters
- Refer to the definitions of "career pathway" in WIOA Section 3(7) and "industry sector or occupation" in WIOA Section 3(23)

Utah's SWDB will have an Operations Committee which will meet by Summer 2016 and meet at least quarterly thereafter. Utah will utilize a variety of strategies to align the core programs, one-stop partners and other resources to achieve fully integrated customer services consistent with its strategic vision and goals. These strategies include:

- Creating workforce development activities in regard to gaps identified in the state's workforce analysis
- Setting collaborative performance goals, sharing information/data and working together to resolve problems and addressing gaps

- Collaborating and coordinating on training, marketing and feedback by utilizing existing committees, workgroups and programs while working to align and share resources when appropriate
- Holding regular SWDB and committee meetings as required by Utah's plan and clearly outlining all partners' responsibilities in the plan so they can be held accountable or adjusted as required

Utah's SWDB will have a Youth Committee. This committee provides information and assists with planning, operational, and other issues relating to the provision of services to youth. The committee will include community-based organizations with a demonstrated record of success in service-eligible youth. The committee will meet by Summer 2016 and quarterly thereafter.

Utah's SWDB will have an Apprenticeships Committee. This committee will meet by Summer 2016 and quarterly thereafter.

Utah's SWDB will have a Services to Individuals with Disabilities Committee. This committee provides information and assists with operational and other issues relating to the provision of services to individuals with disabilities. This includes providing programmatic and physical access to the services, programs and activities of the one-stop delivery system, and appropriate staff training to provide support, accommodations, and help finding employment opportunities for individuals with disabilities. This committee will meet by Summer 2016 and quarterly thereafter.

### **III. Operational Planning Elements**

The Unified or Combined State Plan must include an Operational Planning Elements section that support the State's strategy and the system-wide vision described in Section II.(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

#### **A. State Strategy Implementation**

The Unified or Combined State Plan must include—

##### **1. State Board Functions**

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

##### **(1) State Workforce Development Board Functions**

Utah began the process of creating a WIOA driven State Workforce Development Board (SWDB) during July 2015. Staff to the SWDB met with the chair of the SWDB to inform him of the vision and goals of WIOA and to talk about the opportunities the new law presented for Utah. The discussion also included changes that must be made. For example, changes were made to the Utah State Code regarding the make-up of the SWDB. These changes were made during the 2016 Utah State Legislative Session and implemented in July 2016. The chair and core partner staff presented the goals and vision of WIOA at the September 2015 SWDB meeting. All the members of the SWDB and key support staff joined committees to begin the process of discussing the content of Utah's Unified plan. Utah's plan was developed through the work of the committees from September 2015

through January 2016. The SWDB actively participated in the development, approval, and public comment process of the plan.

As Utah has been implementing its Unified plan, it has continued to provide assistance to SWDB members and committees by providing a strong structure and basis for the SWDB to function within. In addition to Guiding Principles, Statutory Requirements, application processes, etc. the SWDB has the opportunity to:

Implement innovative strategies by focusing on employer engagement, strengthening core programs, dissemination of best practices, and promoting effective use of technology to enhance service delivery.

Establish and maintain standing committees. There are two required committees including the Youth Services Committee and the Services to Individuals with Disabilities. Utah has added a Career Pathways Committee, an Operations Committee, and an Apprenticeship Committee.

Improve system alignment and connections by serving youth with disabilities, increasing connections with Unemployment Insurance (UI), and aligning of career pathways and industry and sector partnerships.

Build career pathways and industry and sector Partnerships using its influence on secondary education reform initiatives where career pathways are emerging and in leveraging business and industry groups to establish sector partnerships.

Support skills development programs through a representative of a joint labor-management partnership in the SWDB contingent to validate pre-apprenticeship and skills development bridge program offerings for entry into state-approved apprenticeship training.

Access local labor market analysis. The SWDB is responsible for completing a comprehensive analysis of the workforce in the region, including current labor market trends, educational and skill levels of the workforce in the region, including individuals with barriers to employment.

Define requirements and assessing one-stop career centers. One-Stop Career Centers (Utah's employment centers) are the public face of the workforce system. They are the central connecting point for all of the programs/services that must be coordinated and aligned to successfully meet the goals of Utah's Unified Plan.

Engage community systems by convening, brokering, and leveraging with business, community, education, and agency partners.

Evaluate performance measures designed to measure the effectiveness and continuous improvement of the One-Stop and Youth service delivery systems.

The SWDB led the development of Utah's Unified Plan and is guided by the vision, strategy, and goals of the plan:

## **Vision**

A strong economy depends on a world-class workforce. Utah will continue to enhance and expand collaborative efforts with employers, educational institutions and government agencies through business development and partnership in key sectors and occupations to make this happen.

Through its implementation of WIOA, Utah will increase access to and opportunities for the employment, education, training and support services that individuals—particularly those with barriers to employment—need to succeed in the workforce.

### **Strategy**

- Focus on achieving the vision and goals.
- Foundation is utilizing data, partnerships and its resources to implement strategies to support operations in providing services to individuals and employers.
- Commitment to changing and/or adjusting strategies to meet the state's workforce needs.
- Workforce development activities include:
  - o Identifying targeted industry sectors and occupations; aligning programs and services to support them; and ensure involvement from business and education partners
  - o Setting collaborative performance goals, sharing information/data and working together to resolve problems and address any gaps
  - o Collaborating and coordinating on training, marketing and feedback
  - o Utilizing existing committees, workgroups and programs while working to align and share resources when it is appropriate
  - o Holding regular SWDB and committee meetings as required by Utah's plan

The SWDB utilizes the agency, community, education and employer partnerships:

### **Partnerships**

Core partners ensure that employment and training services are coordinated and complementary, and that job seekers can acquire the skills and credentials that meet employer needs.

- Adult and Dislocated Worker Program
- Youth, Wagner-Peyser Act programs
- Adult Education and Family Literacy Act programs
- Vocational Rehabilitation programs

### **One-Stop Partners**

Responsible for creating a seamless, customer-focused one-stop delivery system; collaborating and aligning services to enhance access for job seekers and businesses.

- Senior Community Service Employment Program (SCSEP)

- Veterans job counseling, training and placement services
- Career and Technical Education (CTE)
- Trade Adjustment Assistance (TAA)
- Community Services Block Grant employment and training activities
- U.S. Department of Housing and Urban Development (HUD) employment and training programs
- Unemployment Compensation programs
- Programs authorized under the Social Security Act Title IV, Part A (TANF)
- Job Corps
- National Farmworkers Jobs program

**There are clear responsibilities outlined for SWDB members:**

The SWDB members shall act in the best interests of the State and the following is expected of each member:

The SWDB meeting commitments are clearly outlined:

Attendance and Punctuality: Attend quarterly SWDB meetings and designated committee meetings. The SWDB and committee chairs shall start and conclude each meeting in a timely fashion. A minimum of five hours each quarter is the expected quarterly commitment of each member. The implementation and maintenance of the state's Unified Plan will require more hours from committee chairs and active committee members.

State Workforce Development Board Meeting Schedule: The meetings are generally held on the second Thursday of each quarter.

Committee meetings are scheduled by the committee chairs and are held as often as necessary depending on the work the committee is engaged in. The committee meetings could be held monthly for periods of time or a minimum of two quarterly meetings.

One of the two quarterly committee meetings is typically held on the day of the State Board meeting, usually between 10:00 a.m. and noon, and the board meets from 1:00 to 3:00 p.m., unless otherwise indicated. The location of the SWDB meetings is announced and meeting materials are sent to members in advance and posted on the website at <http://jobs.utah.gov/edo/statecouncil/index.html>.

The SWBD Executive Committee meets at least quarterly, one month prior to the full SWBD meeting.

**Committees**

There are five committees under the SWDB:

- Youth
- Services to Individuals with Disabilities
- Operations
- Career Pathways
- Apprenticeships

The chairs from all five committees serve on the Executive Committee

**The SWDB committee chairs have clear expectations:**

- Attend SWDB Meetings and report on committee work
- Become familiar with the Unified Plan, specifically any sections that relates to the committee
- As a member of the Executive Committee, attend a meeting one month prior to the SWDB meetings to assist with agenda items, report on committee work, coordinate with other chairs
- Hold at least one committee meeting quarterly
- Oversee workgroups—ensure work is being done between meetings
- Utilize agency staff to answer questions and provide support to the committee
- Reach out to colleagues and associates in your organization, network and community to participate and/or provide feedback on committee work

**The SWDB committees have clear responsibilities:**

- The committee will:
  - o Provide reports and make recommendations to the SWBD, the SWBD will approve recommendations and provide feedback to the committee.
  - o Determine whether a workgroup should be established to complete a goal. If a workgroup is created, the committee will ensure the workgroup understands the assignment(s), provide instructions and deadlines. Receive, provide feedback and approve work on assignments/recommendations
  - o Present recommendations to the SWDB

**The SWDB members join committees and workgroups:**

Committees can create temporary work groups of experts, operations staff, employers, and/or other stakeholders to assist them in meeting their goals.

- Workgroups can be short-term or long term

- Workgroups can overlap across committees
- Workgroup members should be anyone from the public, private or nonprofit sectors as appropriate

The governor, in accordance with Section 106(d) of WIOA, retains and designates Utah as a “Single State Local Area.” Utah is well situated and prepared to continue delivering integrated workforce services and will align its governance and administrative structure to set policy direction and establish realistic performance goals. The SWDB serves as the advisory body to provide guidance, oversight and evaluation to ensure programs remain fully responsive to Utah’s economic development and labor market needs. State agencies with core and required programs will continue, in a coordinated approach, to implement specific workforce development programs through the integrated services delivery systems within local areas.

In terms of section 101(d) of WIOA, the State Workforce Development Board (SWDB) will assist the Governor in the development, implementation and modification of the state plan through committees overseen by the SWDB and chaired by SWDB members that fulfill assignments related to these activities. The SWDB reviews and approves Utah’s Unified State plan, including all modifications during committee meetings, full SWDB meetings, and email communications.

The SWDB leads the development and continuous improvement of the workforce development system in Utah including, through its SWDB led and core/required partner staffed committees:

- Identifying barriers and means for removing barriers to better coordinate, align, and avoid duplication among the programs and activities carried out through the system
- The development of strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth and individuals with barriers to employment (including individuals with disabilities), with workforce investment activities, education, and supportive services to enter or retain employment
- The development of strategies for providing effective outreach to and improved access for individuals and employers who could benefit from services provided through the workforce development system
- The development and expansion of strategies for meeting the needs of employers, workers, and job seekers, particularly through industry or sector partnerships related to in-demand industry sectors and occupations
- The development and continuous improvement of the one-stop delivery system, including providing assistance to one-stop operators, one-stop partners, and providers with planning and delivering services, including training services and supportive services to support effective delivery of services to workers, jobseekers, and employers
- The development of strategies to support staff training and awareness across programs supported under the workforce development system.
- The development and updating of comprehensive state adjusted levels of performance, to assess the effectiveness of the core programs in the state as required under section 116(b)
- The identification and dissemination of information on best practices, including best practices for:

- o The effective operation of one-stop centers relating to the use of business outreach, partnerships, and service delivery strategies, including strategies for serving individuals with barriers to employment

- o Effective training programs that respond to real-time labor market analysis, the effectively use direct assessment and prior learning assessment to measure an individual's prior knowledge, skills, competencies, and experiences, and that evaluate such skills, and competencies for adaptability, to support efficient placement into employment or career pathways

- The development and review of statewide policies affecting the coordinated provision of services through the State's one-stop delivery system described in section 121(e), including the development of

- o Policies relating to the appropriate roles and contributions of entities carrying out one-stop partner programs within the one-stop delivery system, including approaches to facilitating equitable and efficient cost allocation in such system

- The development of strategies for technological improvements to facilitate access to, and improve the quality of, services and activities provided through the one-stop delivery system including such improvements to

- o Enhance digital literacy skills as defined in section 202 of the Museum and Library Services Act (20U.S.C. 9101); referred to in this Act as "digital literacy skills")

- o Accelerate the acquisition of skills and recognized postsecondary credentials by participants

- o Strengthen the professional development of providers and workforce professionals

- o Ensure such technology is accessible to individuals with disabilities and individuals residing in remote areas

- The development of strategies for aligning technology and data systems across one-stop partner programs to enhance service delivery and improve efficiencies in reporting on performance accountability measurement and reporting processes to improve coordination of services across one-stop partner programs

- The preparation of annual reports described in paragraphs (1) and (2) of section 116(d)

- The development of statewide workforce and labor market information system described in section 15€ of the Wagner-Peyser Act (29 U.S.C/ 491-2(e)

- The development of such other policies as may promote statewide objectives for, and enhance the performance of, the workforce development system in the state

## **2. Implementation of State Strategy**

Describe how the lead State agency with responsibility for the administration of each core program or a Combined Plan partner program included in this plan will implement the State's Strategies identified in Section II(c). above. This must include a description of—



## **A. Core Program Activities to Implement the State's Strategy**

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies.

### **(2) Implementation of State Strategy**

The lead state agencies responsible for administering each core program included in Utah's plan will implement the outlined strategies.

#### **(A) Core Program Activities to Implement Utah's Strategy**

Utah's core partners are funding activities to implement the state strategies. The activities will be aligned across core programs. Core partners are committed to:

- Maximizing existing infrastructure to develop a common registration and data repository. A workgroup will explore opportunities beginning September 2016 and make recommendations to the Operations Committee by January 2017. The Operations Committee will provide oversight of enhancements/development related to a common registration form and data repository process by April 2017.
- Utilizing a braided funding model to leverage existing resources in providing services for common customers. These efforts will be ongoing including referrals and client interventions at any point of entry (DWS, Vocational Rehabilitation or adult education), refinement of career pathways to meet the needs through stronger engagement with employers, high demand industry and post-secondary and training institutions with a focus on high risk clients. Outcomes will be reported to the Operations Committee and SWDB annually.
- Providing cross training to core and required partner staff to increase awareness of programs and services that are available with the goal of increasing co-enrollment. Utah will explore expanding case management system interfaces with core partners to identify common or mutual clients. Training will begin during May 2017 and recommendations for expanding case management system interfaces will be reported to the Operations Committee by January 2018.
- Developing requirements for the one-stop center. The Operations Committee will lead the development of requirements for the one-stop center. The committee will review current enrollment, referral and service delivery processes/activities of the core partners. The committee will identify gaps, opportunities for better alignment, and other strategies to meet the state's goals. The committee will include these recommendations as part of the one-stop requirements. The recommendations will be implemented during Spring 2017, the implementation process will include staff training, pilot testing, and a start date of July 2017. The Operations Committee will evaluate the success of the new processes by reviewing performance data collected from July 2017 through December 2017.
- Exploring opportunities for additional co-location of core program partners. The Operations Committee will lead the efforts to explore additional opportunities for co-location of core program partners and services and make recommendations to the SWDB by July 2018.
- Sharing information and refining the current referral process while working toward including all core partners in a common point of entry for customers to enter a universal collection application that connects to all core partner systems with the intent of streamlining the process and eliminating duplication. A workgroup will have an initial meeting by September 2016 and present recommendations to the Operations Committee by July 2017.

- Aligning current career pathway initiatives and partner to develop them further where appropriate, placing a priority on career pathway development and initiatives for the identified six economic clusters (industry sectors) and then developing and expanding the scope to include other sectors as industry expands in Utah. Partners will work with CTE directors in education, industry and economic development to address creating and enhancing career pathways to ensure Utah's workforce remains viable in a global market, and they will align closely with CTE providers at the secondary and post-secondary levels to assess occupational demand with educational offerings and to collaborate on developing new CTE programs. These activities will be overseen by the SWDB Career Pathways Committee. The career pathway work will begin during July 2016. Pathways (current and future) will be reviewed to better meet the most-at-risk clients ensuring that all residents of Utah's needs can be met.

## **B. Alignment with Activities outside the Plan**

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

### **(B) Alignment with Activities outside the Plan**

The strategies outlined in (A) will be aligned with the programs and activities provided by required one-stop partners and other partners as appropriate, assuring coordination of and avoiding duplication among these activities.

The Operations Committee has representation from business, the SWDB, and all core and required partners. This group is responsible for ensuring that one-stop programs and services are aligned coordinated, and non-duplicating. It is also responsible for identifying issues and making recommendations to work toward resolving them. This includes:

- o Utah College of Applied Technology (UCAT) includes Career and Technical Education (CTE)
- o Utah System of Higher Education (USHE) includes CTE
- o Adult Education
- o Utah State Board of Education (USBE) includes CTE
- o Vocational Rehabilitation
- o The Governor's Office of Economic Development (GOED)
- o STEM Action Center
- o The Utah Department of Workforce Services
- o Utah State Workforce Development Board (SWDB)

- o Representation from the SWDB Career Pathways Committee
- o Veteran's and Military Initiatives
- o Utah Defendant Offender Workforce Development (UDOWD)
- o Employment First Initiative
- o Choose to Work (CTW)
- o Work Success
- o Utah Cluster Acceleration Partnership (UCAP)
- o Temporary Assistance for Needy Families (TANF) and Supplement Nutrition Assistance (SNAP)
- o Unemployment Insurance (UI)
- o Community Services Block Grant
- o Job Corps
- o National Farmworkers Jobs program
- o Senior Community Service Employment Program

The Operations Committee will:

- Lead the effort to identify improvements in referral pathways and develop processes to provide consistent and seamless services for common customers and make recommendations for implementing an agreed-upon referral process (as part of the one-stop system) by January 2017.
- Lead the effort to create plans for educating and training one-stop staff regarding partner services, referral processes, and access to services offered by core and required partners, with initial training beginning May 2017
- Have responsibility for identifying any duplication of services and/or gaps regarding services provided by core and required partners. Issues such as these will be exposed during the process of identifying requirements for the one-stop system. The committee will make recommendations to resolve any duplication of service issues and/or gaps by July 2017.
- Work closely with the apprenticeships and career pathways committees as it makes recommendations for one-stop centers and service delivery.
- Ensure there are processes for sharing information among the core partners in order to provide a more holistic experience for the customer and provide seamless service.
- Explore information-sharing technology solutions to identify common customer information, services received and performance to reduce or avoid duplicating services
- Coordinate with the Career Pathways Committee members, with all core and required partners identifying career pathway activities and ensuring common knowledge, goals and referral/access processes regarding career pathways are available and implemented.

## **C. Coordination, Alignment and Provision of Services to Individuals**

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

### **(C) Coordination, Alignment and Provision of Services to Individuals**

Partners will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals and populations identified in Section II(a)(1)(B). The activities will conform to the statutory requirements of each program. This will occur through existing partnerships, recommendations from SWDB committees, and additional assignments sponsored by the SWDB as outlined throughout this plan.

Core and required partners serve on the Operations Committee which is charged with collecting and analyzing information to develop the one-stop requirements. Through committee work, the partners will identify and act on opportunities to enhance and coordinate activities and resources to provide comprehensive, high-quality customer centered services as well as supportive services to individuals including populations identified in section II.a.1.B of this plan. The Operations Committee is also charged with recommending training and outreach strategies that will be further developed and implemented by the partners as appropriate. Training core partner staff and marketing to targeted groups will help ensure that individuals receive the services they need. In section II(a)(1)(B) Utah has identified the following groups:

- Utah is a net exporter of labor - the Utah jobs don't match the training/education of the population
- Utah needs to increase its Labor Force Participation Rate by tapping into workers who left the labor market during the Great Recession and upscaling their skills as required by employers to meet the needs of the state.
- Disengaged females have not re-entered the labor market

### **D. Coordination, Alignment and Provision of Services to Employers**

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs. The activities described shall conform to the statutory requirements of each program.

#### **(D) Coordination, Alignment and Provision of Services to Employers**

Partners will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services, to employers to meet their current and projected workforce needs. The activities will conform to the statutory requirements of each program.

The Operations Committee will coordinate with the Service to Individuals with Disabilities Committee, Career Pathways Committee and Apprenticeships Committee to create recommendations for aligning DWS, USOR, and Adult Education and other required partner services for employers.

The Operations Committee will gather information and review partners' current employer engagement processes. They will identify gaps and explore new ways to better meet employers' workforce needs and to achieve the goals of industry partners, including:

- Ensuring all partners are aligned and coordinated in educating employers about individuals with barriers, with an emphasis on the targeted industries
- Ensuring core, required and optional one-stop partners collaborate
- Ensure core, required, and option one-stop partners are not duplicating services
- Ensure that all partners are engaging with employers and high demand industries needs are being addressed within each of the economic regions
- Explore ways all partners can leverage USOR's current coordination with employers
- Identify ways all partners can participate in promoting employer boards utilized by CTE at the secondary (K-12) and post-secondary education levels (UCAT, USHE)
- Identify ways all partners can coordinate, align with and utilize DWS's workforce development specialists, labor market information and UWORKS labor exchange system to support employer needs
- Develop recommendations for a process to coordinate efforts to understand employer needs from a full workforce development system point of view, coordinating all partner efforts as well as new methods
- Develop a plan for coordinating and collaborating core partner, education partners and economic development partner outreach and marketing to employers
- Provide a report on the status of recommendations, implementation of recommendations and review of performance measures by July 2018

The Operations Committee will provide these recommendations by July 2017.

## **E. Partner Engagement with Educational Institutions**

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

### **(E) Partner Engagement with Educational Institutions: Utah's strategies will engage its community colleges and area career and technical education schools as partners in the workforce development system to create a job-driven education and training system.**

Utah's strategies engage state education and training providers, including Salt Lake Community College (SLCC), Utah State University (Eastern), Snow College and UCAT as partners in the workforce development system to create a job-driven education and training system.

DWS serves as a resource to its USHE and UCAT partners. Designated DWS employees serve on institutional workforce advisory boards or on academic division or department employer advisory boards at every institution. Utah educational institutions rely on DWS labor market information and employer outreach efforts to inform their decisions regarding curriculum adjustments, additional programs or canceling unneeded or outdated programs based on employer needs.

Career centers exist at every USHE institution and many UCAT campuses. The institutional career centers offer job posting services, workforce development training, career advisement, workplace readiness training and more. Many of these institutional programs supplement their services through collaboration with DWS. Agency colleagues may sit on center advisory boards, share updated résumé or job-search practices and curriculum materials, serve as guest speakers and frequently

partner at every institution on activities from career-exploration days and high-school leadership workshops to college/community job fairs and outreach events to veterans, minorities and other under-served populations. Utah will explore ways to build stronger connections between core partner counselors and post-secondary career resource counselors/professions, including Disability Resource Centers (DRC), to ensure customers have access to all services the partners offer.

USOR and USHE will develop and maintain a cooperative agreement to guide their coordinated efforts to provide access to post-secondary education to people with disabilities. To achieve this end, the agreement will include direction for the development of local-level agreements between USOR and each institution of higher education. In these local-level agreements, USOR district offices and each institution of higher education Disability Services Office (DSO) will designate staff liaison assignments to serve as agency representatives, organize local efforts, communicate problems and develop best practices. The USOR and DSO liaisons will meet throughout the school year to organize cross-training and ensure the established referral pathways between programs are functional and utilized. DSO staff and USOR counselors exchange information, according to applicable laws, to facilitate evaluating individual client needs, providing appropriate accommodations or auxiliary aids and engaging in educational goal planning.

Utah Cluster Acceleration Partnership (UCAP) is a collaborative partnership between DWS, USHE and GOED. It provides funding to public post-secondary educational institutions to develop, implement or enhance educational programs that are responsive to industry needs or industry trade associations located in Utah that serve a state-designated industry cluster or economic need. UCAP also provides funding to secondary education (K-12) to develop, implement or enhance career pathway programs and connect students to post-secondary institutions.

The UCAP program is intended to increase the number of individuals who earn industry-recognized credentials, develop career pathways with multiple entry and exit points for students along the post-secondary education continuum and create systemic change by establishing processes and programs that better connect education, the workforce and employers. The program was created to address the following four opportunities and concerns:

- Increase economic cluster connectivity and educational alignment
- Respond to industry-identified skill gaps
- Enhance the role of the regional institutions in economic development
- Promote regional stewardship of grantees' contributions to workforce development

## **F. Partner Engagement with Other Education and Training Providers.**

Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

### **(F) Partner Engagement with Other Education and Training Providers**

Utah will create a workgroup to make recommendations to the Operations Committee by Fall 2016. The workgroup will be charged with describing how the state's strategies will engage education and training providers, including training providers on the state's Eligible Training Provider List (ETPL) as partners in the workforce development system to create a job-driven education and training system.

This includes sharing and discussing CTE state plans between state workforce and education agencies.

A workgroup, modeling a practice that Utah has utilized in the past, will review the economic analysis and targeted industry sectors outlined in the Unified Plan and make recommendations to the Career Pathways Committee identifying the top (three in the past) occupations/industries by July 2016. Once the industries/occupations are approved, the workgroup will expand to include representatives from the ETPL and employers from targeted industry sectors. The SWDB will act as the facilitating agency. Employers will be given full focus to discuss the needs that they have and identify the skill gaps that new hires and job seekers have. From there, the eligible training and education providers will discuss and strategize how they can update their curriculum to be more job driven and meet employers' needs. This process will be completed by July 2017.

## **G. Leveraging Resources to Increase Educational Access**

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

### **G. Leveraging Resources to Increase Educational Access**

Utah's strategies provide the opportunity to leverage federal, state and local investments that enhance access to workforce development programs at the USHE and UCAT systems, including improving access for the rural areas of the state.

The Job Growth Fund (JGF) is a strategic revenue source that funds employer initiative programs. This revenue comes from the UI Special Administration Expense Account. JGF helps fund training, education and job-creation programs. Currently it is leveraged to support the goals and vision of this plan. Utah will continue to explore ways to utilize this resource to support and continuously improve its workforce development strategies.

In the last two years, the Utah Legislature has invested \$31.5 million in STEM education. Federal grants have added about \$10 million, and over \$2 million has been raised from the private sector for the STEM media campaign.

DWS created a STEM specialist position to enhance this partnership. It is a shared liaison position with the STEM Action Center. The position is funded 50 percent by DWS and 50 percent by the STEM Action Center, and it is modeled after the successful implementation of a liaison between the STEM Action Center and the USBE. USBE has been more effective in leveraging its resources, expanding and developing strategic partnerships, and respond proactively to meet employer needs.

DWS, STEM Action Center and USBE are working together to map Utah's existing STEM resources, gaps and successful models to replicate. A network of partnerships will be developed to connect youth, underemployed and veteran customers to high-wage, high-demand STEM-related jobs through a clear pathway with multiple entry and exit points. The strategy will align with the mission, vision and goals of WIOA.

Objectives include:

- Creating a comprehensive strategy of workforce and economic alignment activities to support the growth of STEM jobs

- Connecting STEM strategies with training and development for underemployed to include intergenerational poverty (IGP) families and targeted populations
- Coordinating STEM workforce alignment activities among STEM stakeholders, including submitting grant proposals, reducing duplication of efforts, linking between STEM education (supply) and industry (demand) partners, and developing STEM career pathways
- Aligning pathways developed with WIOA, UCAP, STEM Action Center grant awards and any other legislatively funded STEM projects

Expected outcomes include:

- A comprehensive map of STEM education programs and resources
- A defined baseline and developed strategies to increase the number of DWS-funded individuals entering STEM-related training programs and jobs
- New STEM partnerships
- The submission of coordinated grant proposals
- Recommended outcome targets for Year Two

## **H. Improving Access to Postsecondary Credentials**

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

### **(H) Improving Access to Post-secondary Credentials**

Aligning, coordinating and establishing collaboration among the core and required partners will increase customer access and referrals to programs, leading to completion of stackable and marketable credentials as well as post-secondary opportunities. Utah's secondary, post-secondary, Adult Education, GOED and other core and required partners are working together to meet the governor's "66 by 2020" post-secondary credential initiative. The strategies outlined in this plan will enhance and support those efforts, such as coordinating data systems, working with members of the ETPL, coordinating career pathways projects and moving toward integrated service delivery.

The Apprenticeship Committee is working on improving access to registered apprenticeship programs and expanding the types of apprenticeships available to job seekers and students. The committee's top priorities include expanding awareness and expanding the types of apprenticeships available to include targeted industries. In addition, they are coordinating with the Career Pathways Committee to ensure their recommendations align with the Career Pathways Committee recommendations. The recommendations will be presented to the SWDB by February 2017 and implementation will begin in July 2017.

The Career Pathways Committee is gathering information on all career pathways and related projects in the state. The group will use the information to identify opportunities for alignment, collaboration and gaps. This information will be used to support recommendations for developing



career pathways that support Utah's targeted industries. It will also include an analysis of current activities that lead to recognized postsecondary credentials and recommendations for improving pathways and closing any gaps.

Utah's SWDB strategies engage state education and training providers, including Salt Lake Community College (SLCC), Utah State University (Eastern), Snow College and UCAT as partners in the workforce development system to create a job-driven education and training system through the work of the SWDB committees.

DWS currently serves as a resource to its USHE and UCAT partners. Designated DWS employees serve on institutional workforce advisory boards or on academic division or department employer advisory boards at every institution. Utah educational institutions rely on DWS labor market information and employer outreach efforts to inform their decisions regarding curriculum adjustments, additional programs or canceling unneeded or outdated programs based on employer needs.

Career centers exist at every USHE institution and many UCAT campuses. The institutional career centers offer job posting services, workforce development training, career advisement, workplace readiness training and more. Many of these institutional programs supplement their services through collaboration with DWS. Agency colleagues may sit on center advisory boards, share updated résumé or job-search practices and curriculum materials, serve as guest speakers and frequently partner at every institution on activities from career-exploration days and high-school leadership workshops to college/community job fairs and outreach events to veterans, minorities and other under-served populations.

Through the SWDC committee work, Utah will explore and identify ways to build stronger connections between core partner counselors and post-secondary career resource counselors/professions, including Disability Resource Centers (DRC), to ensure customers have access to all services the partners offer.

Under the leadership of SWDB, USOR and USHE will develop and maintain a cooperative agreement to guide their coordinated efforts to provide access to post-secondary education to people with disabilities. To achieve this end, the agreement will include direction for the development of local-level agreements between USOR and each institution of higher education. In these local-level agreements, USOR district offices and each institution of higher education Disability Services Office (DSO) will designate staff liaison assignments to serve as agency representatives, organize local efforts, communicate problems and develop best practices. The USOR and DSO liaisons will meet throughout the school year to organize cross-training and ensure the established referral pathways between programs are functional and utilized. DSO staff and USOR counselors exchange information, according to applicable laws, to facilitate evaluating individual client needs, providing appropriate accommodations or auxiliary aids and engaging in educational goal planning.

The Utah Cluster Acceleration Program (UCAP) is a member of the Career Pathways Committee. UCAP is a collaborative partnership between DWS, USHE and GOED. It provides funding to public post-secondary educational institutions to develop, implement or enhance educational programs that are responsive to industry needs or industry trade associations located in Utah that serve a state-designated industry cluster or economic need. UCAP also provides funding to secondary education (K-12) to develop, implement or enhance career pathway programs and connect students to post-secondary institutions.

The UCAP program is intended to increase the number of individuals who earn industry-recognized credentials, develop career pathways with multiple entry and exit points for students along the post-

secondary education continuum and create systemic change by establishing processes and programs that better connect education, the workforce and employers. The program was created to address the following four opportunities and concerns:

- Increase economic cluster connectivity and educational alignment
- Respond to industry-identified skill gaps
- Enhance the role of the regional institutions in economic development
- Promote regional stewardship of grantees' contributions to workforce development

The Operations Committee will include in its ongoing analysis a description of the state's strategies that engage education and training providers, including training providers on the state's Eligible Training Provider List (ETPL) as partners in the workforce development system to create a job-driven education and training system. This includes sharing and discussing CTE state plans between state workforce and education agencies.

The Operations Committee will explore opportunities to develop strategies to increase access to postsecondary credentials working with all of Utah's workforce development partners:

- Utah College of Applied Technology (UCAT) includes Career and Technical Education (CTE)
- Utah System of Higher Education (USHE) includes CTE
- Adult Education
- Utah State Board of Education (USBE) includes CTE
- Vocational Rehabilitation
- The Governor's Office of Economic Development (GOED)
- STEM Action Center
- The Utah Department of Workforce Services
- Utah State Workforce Development Board (SWDB)
- Representation from the SWDB Career Pathways Committee
- Veteran's and Military Initiatives
- Utah Defendant Offender Workforce Development (UDOWD)
- Employment First Initiative
- Choose to Work (CTW)
- Work Success
- Utah Cluster Acceleration Partnership (UCAP)
- Temporary Assistance for Needy Families (TANF) and Supplement Nutrition Assistance (SNAP)
- Unemployment Insurance (UI)
- Community Services Block Grant
- Job Corps
- National Farmworkers Jobs program
- Senior Community Service Employment Program

## **I. Coordinating with Economic Development Strategies.**

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies and activities in the State.

### **(I) Coordinating with Economic Development Strategies**

Activities defined in (A) will be coordinated with GOED and other Utah economic development organizations' activities and strategies. GOED is an active member of many of the committees,

workgroups and projects described throughout this plan. They are a member of the SWDB, which ensures their participation in coordinating activities between GOED, core partners and required partners. DWS also attends the GOED board meetings to support the growth of local employers and identify connection points for partnerships. A workgroup will be created to explore how core partners can build stronger connections to economic development boards at the state and local levels. The workgroup will hold its initial meeting by Winter 2017.

## **b. State Operating Systems and Policies**

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in **Section II Strategic Elements** . This includes—

### **1. The State operating systems that will support the implementation of the State's strategies. This must include a description of—**

#### **A. State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).**

**(A) Utah's operating systems that support coordinated implementation of state strategies include:**

- **Labor Market Information**

The Workforce Research and Analysis Division (WRA) gathers data regarding the economy. Its mission is to generate accurate, timely and understandable data and analyses to provide knowledge of ever-changing workforce environments that inform sound planning and decision-making. WRA collects information describing the Utah labor market, including wages; employment projections by industry, occupation and area; cost of living; employment and unemployment; labor force characteristics; career trends; and industry trends. DWS, the SWDB and core partners utilize the workforce information collected in planning and decision-making to determine job growth areas, skill gaps, income and wage data, migration, demographics, cost of living and career-exploration opportunities. This information is critical in determining what industries and occupations to target while working with partners in business and education to ensure skills training is available.

Additionally, information collected is used to assist individuals to help them make informed career choices. DWS delivers this information to customers through the Workforce Information page of the DWS website at <http://jobs.utah.gov/> . DWS works closely with customers, employers and partners to make the information meaningful and practical for end-users.

- **UtahFutures: Utah's education and career planning system**

UtahFutures exists as Utah's education- and career-planning system under an executive order from the governor. UtahFutures.org (at <https://utahfutures.org/> ) helps students and job seekers make education and career plans online, together with their counselors, and manage Student Education and Occupation Plans. UtahFutures is designed to support students beyond secondary education and extend resources to adults seeking adult education, higher education and career opportunities.

The system provides a connection for community partners who are able to display information about their organizations, send messages and calendar events to their “followers” and publish scholarships on the system. UtahFutures is governed by a steering committee of founding partners (including USHE, UCAT, USOE, GEAR UP, DWS, state libraries, GOED and Utah Education Network) and supported by an advisory board.

• **Data Collection Systems:**

o UWORKS is DWS’s integrated case management system. It is a web-based system that supports self-service customers by providing access to information and services that help them obtain employment. It tracks mediated staff services, allowing employment counselors to easily manage cases and assist customers in reaching their employment goals. This system captures funding source requirements, training-provider details and youth-provider information, allowing for program accountability and resource scheduling. The system supports both self-service and mediated job seekers and employers. Because of the different types of users supported, the system accommodates multiple system entry points, multiple levels of security and the ability to seamlessly transfer job seekers or employers from self-directed to staff-assisted. Recently DWS was awarded a Department of Labor (DOL) grant under the Workforce Innovation Fund initiative. The GenLEX project, funded by the DOL grant, is designed to mitigate the use of mediated (staff-assisted) services and make self-service labor exchange more successful; provide labor exchange services at a lower cost per participant; address the capacity and access issues with physical one-stop centers; connect job seekers and students to career pathways; and improve Common Measures outcomes and introduce outcomes that more accurately measure labor exchange services success. GenLEX partners plan to improve service delivery by enhancing technology and using it in innovative ways. The target is to improve outcomes for all employers and job seekers with emphasis on low-wage and less-skilled populations.

o The Electronic Resource and Eligibility Product (eRep) is the system used to determine supportive service program eligibility for TANF, Food Stamps, Medicaid, etc.

o eShare is Utah’s data repository system that collects information from several systems and allows for one central location for service providers who are determining intensive/training service eligibility through UWORKS to gather required customer information.

o eClient is an electronic imaging system used to hold and view documents for all customer types specific to eRep.

o myCase is an Internet-based system that allows customers to ascertain the status of their case.

o Interactive self-service and mediated-service systems called Contributions Automated Tax System (CATS) and Comprehensive Unemployment Benefits System (CUBS) are used to collect data and process all services offered by the Unemployment Insurance Division, including the collection of wage data and new hire information from employers.

o eReports is the data reporting system DWS uses to provide detailed information about customer activities and outcomes, providing administrators, managers, front-line staff and program staff with supplemental tools to ensure performance outcome attainment. The eReports system has access to the following systems: CUBS, CATS, UWORKS, and eRep.

o DWS Data Warehouse contains data and could house additional data used to support the strategies of the State Plan.

o Adult education data are collected by USOE through a relational web based database called UTopia (Utah Online Performance Information for Adult Education). As students move throughout the state (currently 51 program sites with multiple sites), their data follows them in real time. All reporting elements defined by the Office of Career, Technical and Adult Education (OCTAE) to meet the needs of WIOA reporting are or will be built into the database and will be shared with and accessible by core partners through secure portals. UTopia provides adult educators and the USOE Adult Education Services staff with effective and valid data to enhance program improvements, ensuring successful student outcomes.

o USOR utilizes the Accessible Web-based Activity and Reporting Environment (AWARE) for data collection. AWARE is a fully integrated, comprehensive case-management system. It is used by 32 other state VR Programs for documentation, caseload management, budget and expenditures, and outcome reporting. It collects client information covering the life cycle of a case: application, trial work experiences, eligibility, plan, job ready, employment and closure, and then to post-employment services and follow up. AWARE contains the new WIOA requirements for the Rehabilitation Service Administration's Case Service 9-11 Report. All data collected in AWARE is readily available for automated reporting. In addition, AWARE currently interfaces with the UWORKS case management system and will interface with UTopia to enhance collection and integration between core programs and activities.

## **B. Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers\*.**

(B) Utah's data-collection and reporting processes used for all programs and activities, including those present in one-stop centers, are described in (A).

\* For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

**2. The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, describe the State's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines.**

(2) Utah plans to work toward ensuring that its policies support the implementation of its strategies. Workgroups with appropriate representation from the core partners and required one-stop partners will be established to explore:

- Developing a common customer intake
- Expanding data sharing
- Referring individuals for co-enrollment
- Education and training staff

The workgroups will be required to submit recommendations to the appropriate committee(s) of the SWDB and receive approval from the SWDB.

A workgroup with representation from the core and required partners will make recommendations to the Operations Committee regarding Utah's process for developing guidelines for state-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist in determining equitable and stable methods of funding infrastructure in accordance with Section 121(h)(1)(B). The approved recommendations will be included in the state plan modification in 2018 and in subsequent plans and plan modifications.

### **3. State Program and State Board Overview**

#### **A. State Agency Organization**

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

##### **(A) State Agency Organization**

Utah's Adult, Dislocated Worker, Youth and Wagner-Peyser Act programs are housed with the Department of Workforce Services (DWS) and delivered through the state's current one-stop employment centers. The Utah Board of Education provides leadership and direction to the Utah State Office of Education (USOE), which has administrative authority over adult education. USOE is currently the designated state agency with administrative responsibility for the Utah State Office of Rehabilitation's Vocational Rehabilitation Program. Effective October 1, 2016 administrative authority will transfer to DWS. The Vocational Rehabilitation program is operated on a statewide level with state employees located in USOR offices throughout Utah to deliver services. View organizational charts, Figure 35, at: <http://jobs.utah.gov/wioa/wioaplan2016graphs.pdf>.

#### **B. State Board**

Provide a description of the State Board, including—

##### **B. UTAH STATE WORKFORCE DEVELOPMENT BOARD**

##### **INTRODUCTION**

On July 22, 2014, H.R. 803 the "Workforce Innovation and Opportunity Act" was signed into law. This replaces the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. This also makes changes to the State Workforce Investment Board.

This document offers a profile of the new State Workforce Development Board, the goals, duties and responsibilities for the purposes of orienting new members, educating existing members and new member recruitment.

The SWDB's principal assets are its informed and dedicated members. We are grateful for the business, community and government leaders who volunteer their time, knowledge and expertise to Utah's workforce development efforts.

## **GOVERNOR'S VISION AND BOARD MISSION**

The SWDB's vision anticipates a dynamic state with a richly diversified economy that is attractive both to employers who create and sustain jobs, as well as individuals who bring knowledge and skills to those jobs. The SWDB supports its vision, mission and commitment to taxpayers through its partnership of state and local government, business, economic development, and community organizations. Based on direct partner input and data, the SWDB guides the strategic alignment of programs, resources, and services with employer needs creating a strong workforce development system for Utah.

## **GOVERNOR'S VISION FOR UTAH**

Utah will lead the nation as the best performing economy and be recognized as a premier global business destination.

## **STATE WORKFORCE DEVELOPMENT BOARD MISSION**

To strengthen Utah's workforce development system to meet employer needs through innovative strategies that keep pace with economic change.

## **OUR COMMITMENT TO TAXPAYERS**

To provide quality, accountable and streamlined services that connect a world class workforce with employment.

## **GUIDING PRINCIPLES**

The following principles guide the Board in lending support to the vision, mission and commitment to taxpayers:

1. The State SWDB understands the key current and future workforce needs of business and industry.
2. Workforce partnerships are formed between business, local government, education, community partners and economic development organizations to address and identify key needs.
3. The SWDB serves as a convener of diverse stakeholders who will actively participate and collaborate with all partners, both public and private. Solid partnerships are keys to success.
4. The SWDB will adopt a common set of key workforce development data elements, goals, measures and a continuous improvement process among the six core programs.

5. Training resources focus on programs that prepare and connect unemployed workers with high quality training to get good jobs, stay employed and meet needs of employers.

6. The SWDB, led by business, focuses a significant portion of its workload on labor market demand trends and issues, which shape the jobs of today and influence the opportunities of tomorrow.

## **STATUTORY RESPONSIBILITIES**

The SWDB oversees strategic direction for the six core partners of WIOA. SWDB members are appointed by the Governor and have the following statutory functions:

- Provide leadership in the development and expansion of strategies for meeting the needs of employers, workers, job seekers, through industry and sector partnerships related to in-demand industry sectors and occupations.
- Assist the Governor in the development, implementation and modification of the Unified State plan.
- Assist in the development of strategies to support the use of career pathways to include low-skilled adults, youth, and individual with barriers to employment, including individuals with disabilities.
- Review the statewide policies and programs and make recommendations on actions that should take place to align workforce development programs in the state with the six core programs.
- Coordinate the planning and delivery of workforce development services with the six core programs and other mandatory partners.
- Assist in the development and continuous improvement of the workforce development system and one-stop delivery system in the state.
- Designate one-stop operator (DWS is currently Utah's designated one-stop operator).
- Assist in the development and updating of comprehensive state performance accountability measures to assess the effectiveness of core programs in the state. This includes approving criteria and eligibility of training providers, as well as publishing performance outcomes on training providers.
- Develop annual report.
- Assist in the development of strategies for technological improvements to improve the quality of services and activities provided through the one-stop delivery system.
- Improve the understanding and visibility of state workforce service efforts through external and internal marketing strategies.
- Perform other responsibilities within the scope of workforce services as requested by the Legislature, the Governor or Governor's designee.

## **MEMBER RESPONSIBILITIES**



The SWDB members shall act in the best interests of the State and the following is expected of each member:

- **Attendance and Punctuality**

Attend quarterly SWDB meetings and designated committee meetings. The SWDB and committee chairs shall start and conclude each meeting in a timely fashion. A minimum of five hours each quarter is the expected quarterly commitment of each member.

- **Meeting Schedule**

The meetings are generally held on the second Thursday of each quarter.

Committee meetings are typically held on the day of the SWDB meeting, usually between 10:00 a.m. and noon, and the SWDB meets from 1:00 to 3:00 p.m., unless otherwise indicated. The location of meetings is announced and meeting materials are sent to members in advance and posted on the website.

- **Participation**

Beyond attendance and punctuality, each member should prepare for the meetings by reviewing pre-meeting materials and contacting resources for further information and opinions, as necessary. To ensure collective effectiveness, each member should provide his/her knowledge and expertise on substantive State SWDB issues. A candid expression of ideas and opinions among colleagues as well as respect for differences and similarities will ensure success.

- **Committees Participation**

Each member of the SWDB should actively participate on his/her designated standing committee.

## **ACCESS TO RESOURCES**

Beyond preparing for and participating in SWDB activities, each member should be prepared to tap into other available resources in order to carry out the SWDB mission, including professional networks, technical supports, etc.

## **COMPENSATION, PER DIEM AND EXPENSES**

SWDB members who are not public members, state or local government members, or higher education members, may receive compensation, per diem and expenses at the rates established by the Division of Finance.

## **CONFLICT OF INTEREST**

The SWDB exists for purposes that transcend personal, professional and corporate self-interests. Consequently,

any State SWDB member who may have a conflict of interest must announce such potential conflict prior to voting on an affected issue.

## 1. Membership roster

Provide a membership roster for the State Board, including members' organizational affiliations.

### (1) Utah State Workforce Development Board Membership List, March 2016

Representatives of Business		
Member Name	Member Organization	
Daniel Marriott - Chair	Spectra Symbol	Manufacturing
Brandon Pack	Staker & Parsons	Construction
Bruce Rigby	Cache Valley Bank	Finance
Dave Dixon	Petersen Incorporated	Manufacturing
Deanna Hopkins	Questar Gas	Energy
Justin Jones	Salt Lake Chamber	Business Associations
Jim Boyd	BusyBusy	Information Technology
Joey Gilbert	Associated General Contractor	Construction
Ken Davey	Moab City Economic Development	Government
Lance Lehnhof	Red Leaf Resources	Energy
Mani Grewal	Snack Nirvana	Hospitality
Megan Ralphs	MSC Aerospace	Aerospace Manufacturing
Ci Ci Compton	L-3 Communications	Technology
Robert Freebairn	Vivint Solar	Energy
Wally Trotter	Mountain View Hospital	Health Care
Bret Gallacher	Associated Food Stores	Business Associations
Ci Ci Compton	L-3 Communications	Technology
Jake Mellor	Jake Mellor Financial Services	Finance
Vacant		
Vacant		
Vacant		
Representatives of Workforce, Education & Community Based Organizations		
Connie Nielsen	OPEIU - AFL - CIO	Connie Nielsen
Carl Brailsford	Utah Electrical JATC	Carl Brailsford
Dale Cox	Utah AFL - CIO	Dale Cox
David Buhler/Blair Carruth	Commissioner of Higher Education	David Buhler/Blair Carruth
Diane Lewis	Laborer's Local 295	Diane Lewis
Elizabeth Garbe	United Way of Salt Lake	Elizabeth Garbe
Gary Harter	Department of Veterans & Military Affairs	Gary Harter
Lisa Laird	Snow College	Lisa Laird

Representatives of Business		
Rob Brems	Utah College of Applied Technology	Rob Brems
Representatives of Government and Core Programs		
Executive Director Ann Williamson/Lana Stohl	Department of Human Services	
Executive Director Darin Brush	Utah State Office of Rehabilitation	
Interim State Superintendent Sydnee Dickson	Superintendent of Public Instruction	
Executive Director Val Hale	Gov. Office of Economic Development	
Representative Becky Edwards	Davis County	
Executive Director, Gary Harter	Department of Veteran and Military Affairs	
Commissioner Jake Mellor	Carbon County Commissioner	
Deputy Director, Greg Paras	Department of Workforce Services	

## 2. Board Activities

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

Currently DWS has statute authority to serve as the administrative entity for the State Council of Workforce Services. During the 2017 Utah State Legislative session, the state code was amended to align with the changes in accordance with the Workforce Innovation and Opportunity Act (WIOA) found in 29 U.S.C. Section 3101 et al. DWS will retain the administrative oversight of the State Workforce Development Board (SWDB).

The governor, in accordance with Section 106(d) of WIOA, retains and designates Utah as a "Single State Local Area." Utah is well situated and prepared to continue delivering integrated workforce services and will align its governance and administrative structure to set policy direction and establish realistic performance goals. The SWDB serves as the advisory body to provide guidance, oversight and evaluation to ensure programs remain fully responsive to Utah's economic development and labor market needs. State agencies with core and required programs will continue, in a coordinated approach, to implement specific workforce development programs through the integrated services delivery systems within local areas.

In terms of section 101(d) of WIOA, the State Workforce Development Board (SWDB) will assist the Governor in the development, implementation and modification of the state plan through committees overseen by the SWDB and chaired by SWDB members that fulfill assignments related to these activities. The SWDB reviews and approves Utah's Unified State plan, including all modifications during committee meetings, full SWDB meetings, and email communications.

The SWBD leads the development and continuous improvement of the workforce development system in Utah including, through its SWDB led and core/required partner staffed committees:

- Identifying barriers and means for removing barriers to better coordinate, align, and avoid duplication among the programs and activities carried out through the system
- The development of strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth and individuals with barriers to employment (including individuals with disabilities), with workforce investment activities, education, and supportive services to enter or retain employment
- The development of strategies for providing effective outreach to and improved access for individuals and employers who could benefit from services provided through the workforce development system
- The development and expansion of strategies for meeting the needs of employers, workers, and job seekers, particularly through industry or sector partnerships related to in-demand industry sectors and occupations
- The development and continuous improvement of the one-stop delivery system, including providing assistance to one-stop operators, one-stop partners, and providers with planning and delivering services, including training services and supportive services to support effective delivery of services to workers, jobseekers, and employers
- The development of strategies to support staff training and awareness across programs supported under the workforce development system.
- The development and updating of comprehensive state adjusted levels of performance, to assess the effectiveness of the core programs in the state as required under section 116(b)
- The identification and dissemination of information on best practices, including best practices for:
  - o The effective operation of one-stop centers relating to the use of business outreach, partnerships, and service delivery strategies, including strategies for serving individuals with barriers to employment
  - o Effective training programs that respond to real-time labor market analysis, the effectively use direct assessment and prior learning assessment to measure an individual's prior knowledge, skills, competencies, and experiences, and that evaluate such skills, and competencies for adaptability, to support efficient placement into employment or career pathways
- The development and review of statewide policies affecting the coordinated provision of services through the State's one-stop delivery system described in section 121(e), including the development of
  - o Policies relating to the appropriate roles and contributions of entities carrying out one-stop partner programs within the one-stop delivery system, including approaches to facilitating equitable and efficient cost allocation in such system
- The development of strategies for technological improvements to facilitate access to, and improve the quality of, services and activities provided through the one-stop delivery system including such improvements to

- o Enhance digital literacy skills as defined in section 202 of the Museum and Library Services Act (20U.S.C. 9101); referred to in this Act as “digital literacy skills”)
- o Accelerate the acquisition of skills and recognized postsecondary credentials by participants
- o Strengthen the professional development of providers and workforce professionals
- o Ensure such technology is accessible to individuals with disabilities and individuals residing in remote areas
- The development of strategies for aligning technology and data systems across one-stop partner programs to enhance service delivery and improve efficiencies in reporting on performance accountability measurement and reporting processes to improve coordination of services across one-stop partner programs
- The preparation of annual reports described in paragraphs (1) and (2) of section 116(d)
- The development of statewide workforce and labor market information system described in section 15€ of the Wagner-Peyser Act (29 U.s>C/ 491-2(e)
- The development of such other policies as may promote statewide objectives for, and enhance the performance of, the workforce development system in the state

The SWBD will oversee its committees to ensure that recommendations include implementation and evaluation plans that clearly articulate specific actions, milestones and ongoing assessment.

The SWDB have support of agency staff. Agency staff from the core and required partners are available to provide support to the committees. This includes:

- Assisting with committee meetings
- Providing information
- Leading workgroups (in the temporary absence of the chair or co-chair)
- Ensuring appropriate membership on workgroups
- Recommending goals for the committee
- Reporting agency updates to the committee

The SWDB members have a clear understanding of participation requirements:

Beyond attendance and punctuality, each member should prepare for the meetings by reviewing pre-meeting materials and contacting resources for further information and opinions, as necessary. To ensure collective effectiveness, each member should provide his/her knowledge and expertise on substantive SWDB issues. A candid expression of ideas and opinions among colleagues as well as respect for differences and similarities will ensure success.

Each member of the State Board should actively participate on his/her designated standing committee.

The SWDB members have access to resources:

Beyond preparing for and participating in State Board activities, each member should be prepared to tap into other available resources in order to carry out the State Board mission, including professional networks, technical supports, etc.

The SWDB may receive compensation, per diem, and expenses to support their activities:

SWDB members who are not public members, state or local government members, or higher education members, may receive compensation, per diem and expenses at the established State of Utah rates (e.g. only the pre-approved State rate amounts will be reimbursed for hotels and meals) established by the Division of Finance.

## **4. Assessment and Evaluation of Programs and One-Stop Program Partners**

### **A. Assessment of Core Programs**

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

#### **(A) Assessment of Core Programs**

Utah core programs will be assessed annually based on the state performance accountability measures described in Section 116(b) of WIOA. Assessments include the quality, effectiveness and improvement of programs. Under the leadership of the Operations Committee, a workgroup with representation from the core partners will meet to define the performance accountability measures and sources of data, and how the information will be used for improvements. Utah will utilize previous performance measures as base measurements. The committee's recommendations will require approval from the SWDB.

A determination of each of the core partners' successes will be measured by their ability to meet or exceed their agency's targets as set with Labor, OCTAE and Rehabilitation. Annually the core partners will be expected to self-evaluate their outcomes at a state and economic service area and take measurable action(s) to improve data/service outcomes. For example, Adult Education will provide technical assistance through the evaluation of program effectiveness through monthly desk audits of program data with each of the service providers. Tri-annually or as needed program reviews will be completed. Programs are required to provide annual program reports defining their areas of success, areas of needed improvement, as well as areas of additional/increased TA support. Adult Education's annual state professional development plan is based on program statuses, outcomes and issues. Annually each of the core partners will work with the Operations Committee to create a report for the SWDB on successes and a plan defining program improvement

Utah's performance accountability measures for the core programs shall consist of the primary indicators of performance for activities provided under the adult and dislocated worker programs

authorized under chapter 3 of subtitle B, the program of adult education and literacy activities authorized under title II, the H. R. 803—48 employment services program authorized under sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (except that subclauses (IV) and (V) shall not apply to such program), and the program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741), shall consist of:

- The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program
- The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program
- The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program
- The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program
- The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
- The indicators of effectiveness in serving employers established pursuant to clause (iv).
- The primary indicators of performance for the youth program authorized under chapter 2 of subtitle B shall consist of:
  - The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program;
  - The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program
  - The primary indicators of performance described in subclauses (III) through (VI) of subparagraph (A)(i)

Utah has established levels of performance for each of the corresponding primary indicators of performance described in paragraph (2) for each of the programs described in clause (ii). Performance outcomes will be discussed with the Operations Committee to ascertain improvement strategies. Performance indicators will be negotiated with each federal government agency. The final agreed upon targets will be a result of performance data, regional data, and federal agencies recommendations. Core programs will define processes that will be used to increase/improve future state outcomes.

The programs included under clause (i) are:

- The youth program authorized under chapter 2 of subtitle B
- The adult program authorized under chapter 3 of subtitle B
- The dislocated worker program authorized under chapter 3 of subtitle B
- The program of adult education and literacy activities authorized under title II
- The employment services program authorized under sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.)
- The program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741)

Utah has identified expected levels of performance for each of the required primary indicators of performance for each of the programs described in clause (ii) for the first 2 program years covered by its plan.

Utah will reach agreement with its federal liaisons for each indicator described in clause (iii) for each of the programs described in clause (ii) for each of the first 2 program years covered by its plan. In reaching the agreement, Utah and its federal agency liaisons shall take into H. R. 803—50 account the levels identified in its plan under clause (iii) and the factors described in clause (v). The levels agreed to shall be considered to be Utah's adjusted levels of performance for its program years and shall be incorporated into Utah's plan prior to the approval of the plan.

All Utah core partners and their federal liaisons shall reach agreement, prior to the third program year covered by Utah's plan, on levels of performance for each indicator. The levels agreed to shall be considered to be Utah's adjusted levels of performance for Utah's program and shall be incorporated into the its plan as a modification to the plan.

Using funds authorized under a core program and made available to carry out this section, Utah will conduct ongoing evaluations of activities carried out in the state under each of the core programs. Utah will conduct the evaluations in order to promote, establish, implement, and utilize methods for continuously improving core program activities in order to achieve high-level performance within, and high-level outcomes from the workforce development system.

The evaluations conducted shall be designed in conjunction with the SWDB and state agencies responsible for the administration of the core programs and shall include analysis of customer feedback and outcomes and process measures in the statewide workforce development system. The evaluations shall use analytical and statistical methods that are reasonably feasible, such as the use of control groups.

Utah core partners will annually prepare, submit to the State board and make available to the public (including by electronic means), reports containing the results of evaluations conducted under this subsection, to promote the efficiency and effectiveness of the workforce development system.

## **B. Assessment of One-Stop Partner Programs**

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

**(B) Assessment of One-Stop Partner Programs. Utah's one-stop delivery system partner program services included in the plan will be assessed each year. Utah can immediately begin using partners' current performance measures.**

- Adult Education conducts monthly desk monitoring, tri-annual evaluations, and on-site monitoring. Programs prepare and submit annual program improvement plans used by state staff as a tool to evaluate program needs and levels of improvements.
- DWS has an internal Program Review Team that randomly audits operation's work. Operation Program Support provides edits and targeted support and training. The Workforce Development Division has defined monthly outcomes goals and conducts risk assessment. Additionally, DWS undergoes an annual single state audit.
- The Unemployment Insurance Division has defined monthly outcome goals with quality checks, and its Program Services team provides targeted support and training. Assessment will occur through the State Quality Service Plan process with Department of Labor Employment and Training Administration.



- Vocational Rehabilitation conducts a tri-annual needs assessment, prepares annual district and quality assurance plans, conducts random and targeted client record reviews, and has an internal compliance officer.

## C. Previous Assessment Results

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of an assessment of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

### (C) Previous Assessment Results

Below are the results of assessments of the effectiveness of the core programs during the preceding two-year period for the core partners. Beginning with the state plan modification in 2018, and for subsequent state plans and modifications, Utah will describe how it is adapting its strategies based on assessment results.

<b>Adult Education Targets and Associated Outcomes</b>							
<b>Measure</b>	<b>2013-2014 National Average</b>	<b>2013-2014 Negotiated Target</b>	<b>2013-2014 Actual</b>	<b>Outcome</b>	<b>2014-2015 Negotiated Target</b>	<b>2014-2015 Actual</b>	<b>Outcome</b>
ABE Beginning Literacy	44%	41%	35%	Did not meet	42%	40%	Did not meet
ABE Beginning Basic Education	46	35	29	Did not meet	38	32	Did not meet
ABE Intermediate Low	45	35	30	Did not meet	35	32	Did not meet
ABE Intermediate High	37	30	26	Did not meet	30	30	Met target
ASE/AHSC Low	40	30	29	Did not meet	47	31	Did not meet
ELL Beginning Literacy	50	40	32	Did not meet	40	34	Did not meet
ELL Beginning Low	55	41	32	Did not meet	49	34	Did not meet
ELL Beginning High	54	42	35	Did not meet	45	33	Did not meet

Adult Education Targets and Associated Outcomes							
ELL Intermediate Low	48	38	31	Did not meet	40	30	Did not meet
ELL Intermediate High	43	30	18	Did not meet	32	14	Did not meet
ELL Advanced	25	16	4	Did not meet	20	4	Did not meet
Entered Employment	41	55	30	Did not meet	0	29	Exceeded
Retained Employment	61	85	61	Did not meet	0	64	Exceeded
Obtained Secondary Credential	73	50	44	Did not meet	50	33	Did not meet
Entered Post-Secondary or Training	30	11	7	Did not meet	20	7	Did not meet

*Note: Adult Education programs have had difficulty making targets. In 2014-2015, USOE Adult Education staff instilled programmatic changes that are hoped to increase state outcomes.*

#### **USOR Performance Indicator Information FFY 2014 and FFY 2015**

The USOR Vocational Rehabilitation program is assessed primarily on its ability to meet or exceed the performance levels negotiated with the Rehabilitation Services Administration for each fiscal year. The most recent two-year period with complete data were Federal Fiscal Years 2014 and 2015, which are shown below.

Performance Indicator	Performance Level	FFY 2014	FFY 2015
The number of individuals exiting the VR program who achieved an employment outcome during the current performance period compared to the number of individuals who exit the VR program after achieving an employment outcome during the previous performance period	Equal or exceed previous performance period	<b>3699</b>	<b>3502</b>
Of all individuals who exit the VR program after receiving services, the percentage who are determined to have achieved an employment outcome	55.80%	<b>52.7%</b>	<b>58.4%</b>
Of all individuals determined to have achieved an employment outcome, the percentage who exit the VR program in competitive, self-, or BEP employment with earnings equivalent to at least the minimum wage	72.60%	<b>100%</b>	<b>100%</b>
Of all individuals who exit the VR program in competitive, self-, or BEP employment with earnings equivalent to at	62.40%	<b>89%</b>	<b>85%</b>

Performance Indicator	Performance Level	FFY 2014	FFY 2015
least the minimum wage, the percentage who are individuals with significant disabilities			
The average hourly earnings of all individuals who exit the VR program in competitive, self-, or BEP employment with earnings equivalent to at least the minimum wage as a ratio to the state's average hourly earnings for all individuals in the state who are employed (as derived from the BLS report "State Average Annual Pay" for the most recent available year)	0.520 (ratio)	<b>0.584</b>	<b>0.592</b>
Of all individuals who exit the VR program in competitive, self-, or BEP employment with earnings equivalent to at least the minimum wage, the difference between the percentage who report their own income as the largest single source of economic support at the time they exit the VR program and the percentage who report their own income as the largest single source of support at the time they apply for VR services	53.00	<b>64.35</b>	<b>65.77</b>
The service rate for all individuals with disabilities from minority backgrounds as a ratio to the service rate for all non-minority individuals with disabilities	0.80 (ratio)	<b>0.927</b>	<b>0.920</b>

### DWS Training Performance Outcome Measures

Performance outcomes include the number of customers who complete an education program or who close as positive out of the total number of customers closed for that program year. Internal case reviews include the total case accuracy for cases reviewed in that program year

Performance Measure	Program Year 2014	Program Year 2015
Training Completion Outcomes: The percentage of customers who complete a training program for the indicated program year	64%	70%
Positive Enrollment Closures: The percentage of customers who close as employed or, for youth, entered post-secondary education, obtained employment, or increased in literacy/numeracy skills for the indicated program year	76.72%	87.89%
Case Review Accuracy: This is based on the accuracy of the total case when reviewed during the indicated program year	44.81%	59.31%

As the SWDB and core partners move forward to accomplish the goals outlined in Utah's Unified Plan, they will address the performance of required partners. All core partners are developing goals and priorities within the plan that meet objectives of common performance measures.

In addition, supporting the strategies outlined in this plan, Utah's core partners will develop processes to provide technical assistance to operations, evaluate funding, identify areas of weakness and provide corrective intervention as needed by Spring 2017. This will include enhancing the system, guiding policy, establishing a system for continual improvement of activities, and exploring how to manage performance assessments with required partners.

Utah will use performance data as targets. The core partners will analyze the performance data, review the one-stop system annually, meet the SWDB certification requirements, conduct customer satisfaction surveys, review accessibility and ensure continuous improvement efforts. The Operations Committee will present this analysis to the SWDB by Winter 2017 using available information.

As Utah develops a method to evaluate customer satisfaction, existing customer feedback mechanisms will be used, and continuous improvement will take into consideration the indicators of performance. Accessibility for individuals with disabilities will be evaluated, and restraints will be addressed as they arise.

## **D. Evaluation**

Describe how the state will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

### **(D) Evaluation**

The Operations Committee will engage a workgroup in making recommendations regarding evaluations and research projects on activities under WIOA core programs. The recommendations will include how the projects will be coordinated and designed in conjunction with the SWDB and core partners, and how the projects will be coordinated with the evaluations provided for by federal liaisons under WIOA. As required and determined by the core partners, data will be made available for effectiveness analyses as defined by both Labor, Rehabilitation, and Education guidance for program improvement and compliance purposes.

The Operations Committee will convene a workgroup by January 2017 and prepare recommendations for the SWDB by July 2017. The workgroup will establish defined outcomes with appropriate time frames, identify measurement methods, utilize data from LMI, MIS and other data resources. Topics relevant to Utah will be defined by core partners in partnership with the Operations work group. These topics will likely become apparent once SWDB recommendations are implemented and assessed. Examples of topics may include whether Utah strategies are successfully meeting the needs of key demographics, the effectiveness of implemented policies and procedures, and the impact of service delivery methods.

The SWDB committees will assess and report to the SWDB on the effectiveness of every goal in the plan and our ability to successfully meet negotiated performance levels each year. The SWDB will provide direction as needed to ensure that Utah's plan is implemented and meeting the needs of the state.

## **5. Distribution of Funds for Core Programs**

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

### **A. For Title I programs**

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

**1. Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),**

(A) Utah is a Single State Local Area, and, as such, a local distribution is not required. (i) Youth activities in accordance with WIOA Section 128(b) or (b)(3) (ii) Adult and training activities in accordance with WIOA Section 133(b)(2) or (b)(3) (iii) Dislocated worker employment and training activities in accordance with WIOA Section 133(b)(2) and based on data and weights assigned

**2. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),**

(A) Utah is a Single State Local Area, and, as such, a local distribution is not required. (i) Youth activities in accordance with WIOA Section 128(b) or (b)(3) (ii) Adult and training activities in accordance with WIOA Section 133(b)(2) or (b)(3) (iii) Dislocated worker employment and training activities in accordance with WIOA Section 133(b)(2) and based on data and weights assigned

**3. Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.**

(A) Utah is a Single State Local Area, and, as such, a local distribution is not required. (i) Youth activities in accordance with WIOA Section 128(b) or (b)(3) (ii) Adult and training activities in accordance with WIOA Section 133(b)(2) or (b)(3) (iii) Dislocated worker employment and training activities in accordance with WIOA Section 133(b)(2) and based on data and weights assigned

**B. For Title II:**

**1. Multi-year grants or contracts**

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

**(1) Multi-year grants or contracts**

Utah's eligible agency (USBE), in the Spring of 2017, will host a competition to award competitive multiyear (defined as a minimum of two year) grants for the provision of Adult Education services. Available funds (82.5 percent, of which 10 percent will be allowed for corrections education and other institutionalized individuals) will be awarded to programs meeting USBE - Adult Education defined competition standards for the purpose of developing, implementing and improving adult education within Utah. It is proposed, as a USBE Adult Education requirement that funds, by design, will be competed and awarded regionally to meet the educational needs of those individuals most at risk within each economic service area. Regional economic and employment data along with USBE adult education data outcomes will be considered in determining the percentage of funding available to compete within each economic service area. Awards will be made based on application merit as measured on a scoring rubric. Programs considered for funding will be required to show demonstrated effectiveness. Applicants previously funded: 1.) must demonstrate successful level increases equal to or greater than the state target in 50% of functioning levels served, 2.) previous year data to support their ability to transition students to postsecondary or training programs or

employment.) New potential applicants will be required to: 1.) demonstrate their record in improving the knowledge and skill levels of their students' academic success, 2.) data to demonstrate their ability to transition students to postsecondary education, skills training or employment. Applications will be evaluated on a state developed point-based scoring rubric. USBE Adult Education leadership will review the applications and determine awards. Applicants not funded will have the opportunity to appeal the USBE's decision through an appeal hearing. Following the hearing, if desired, an applicant has the right to appeal to the Secretary of Education (defined in 34 CFR 76-401) for a final decision.

Since Utah awards grants for a multiple year award period the level of second year (and perhaps subsequent year(s) levels of funding are determined on data outcomes of the "just completed year". The level of funding will be determined by the state maintained program data outcomes utilizing Utah's standardized funding formula. The funding formula will be equitability applied to all programs. State program data will be reviewed and evaluated for funding. This will include an evaluation of each awarded program's educational level advancements in meeting the State's targets in ABE 1-4 and ELL 1-4 as well as the percentage of students who have completed the program and transitioned to post-secondary or training programs. As funding is determined each program will be expected to amend/adjust their originally approved grant to include program delivery improvements as well as projected program outcomes for the new program year.

## **2. Ensure direct and equitable access**

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

### **(2) Ensure direct and equitable access**

Utah will ensure direct and equitable access to all eligible providers to apply and compete for funds through a consistent public announcement for potential funding opportunity.

USBE will ensure direct and equitable access to all eligible providers through the following process (Spring 2017 based on guidance released by OCTAE):

**Issue a Notice of Availability:** Notification of competition will be released through the posting of legal notices in eight Utah newspapers providing for notification throughout the state. An email blast will be released at the same time to all known potential providers. In addition, notification of a competition will be posted on the USBE Adult Education website.

**Process:** A bidders' conference will be held as announced in the legal notice. All eligible parties interested in applying for funds will be required to attend. A signed attendance sheet will be completed at the time of the bidders' conference. Potential bidders will be required to submit a signed statement of intent to bid for funds to the USBE by the assigned date. Completed grant applications will be submitted to the USBE on the assigned date and time. State staff will conduct a cursory review by looking for compliance/completeness of defined basics that all applicants must complete. Any applicant whose application is found incomplete will be notified that they are ineligible to be considered for competition.

**Evaluation of Applications:** Economic area partners will read the applications for completeness and focus and then recommend to the State Workforce Development Board (SWDB) that the application be submitted to USBE Adult Education Services for consideration of funding. The USBE will assemble a panel of readers from the community to read the applications. A readers' resource

packet will be utilized to assess and score the applications based on a defined scoring rubric. Readers will be trained on the processes on a predetermined date. All applications will be read and scored a minimum of three times by independent readers. All applications will be read and scored by state staff at least three times as well. Scored applications will be ranked and weighted for funding by a predetermined date. A preliminary announcement of a pending award will be made after the competition, with the final award being announced and funded based on receipt of the state's award letter from Office of Career, Technical and Adult Education (OCTAE).

Special Rule, state requirements added to the competition: As a way to increase outcomes through intensity and duration, the state will require that programs receiving WIOA Adult Education and Family Literacy Act (AEFLA) funds offer classes for a minimum of 6-8 hours weekly. Applicants will be required to submit a calendar defining when their program is closed for any time periods greater than two weeks. Programs must demonstrate a program enrollment averaging a minimum average of 35 students monthly (total number of potential performers/10 months = average).

Programs receiving awards must incorporate professional development opportunities into their grants. Specifically, 2 percent of awarded funds must be set aside for professional development. Personnel employed from AEFLA funds are required to participate in adult education-focused professional development training pertinent to advancing adult education. Other criteria may also be extended in an effort to increase state outcomes.

## **C. Title IV Vocational Rehabilitation**

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

### **(C) Title IV Vocational Rehabilitation**

The Title IV Vocational Rehabilitation (VR) program administered through the USOR is a combined VR program that serves individuals who are blind as well as individuals of all disability types. The USOR VR program is implemented statewide. USOR distributes VR program funds to 10 district offices under the Division of Rehabilitation Services (DRS) and one district (which covers the entire state) under the Division of Services for the Blind and Visually Impaired (DSBVI). At the beginning of each budget year, USOR uses a formula allocation as the methodology to initially distribute VR program funds throughout the state to regional districts. The criteria for USOR's formula allocation is based on regional service needs and program performance accountability.

## **6. Program Data**

### **A. Data Alignment and Integration**

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

**1. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.**

**(1) Program Data**

Utah is committed to working toward aligning and integrating its workforce and education data systems for the core programs, unemployment insurance programs and education through post-secondary education. A workgroup will have its initial meeting by Summer 2016 to address the following: (i) Utah's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

**2. Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.**

(2) Utah's core partners currently share information about common customers who are served under DWS programs and services through interfaces. The core partners are exploring options for creating a common registration that feeds into a relational database. The data could then be utilized for co-enrolling, providing additional resources, reporting, and enhancing the customer's service delivery experience. Utah plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in its plan. A workgroup will be formed to research the state's ability to accomplish this and to make recommendations for moving forward. The recommendations will be presented to the SWDB for approval.

**3. Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.**

(3) Utah will research how the SWDB can assist the governor in aligning technology and data systems across required one-stop partner programs, including unemployment insurance (UI). This will include designing and implementing common intake, data collection, etc. and describing how such alignment will improve service delivery to individuals, including unemployed individuals and employers. The workgroup will present its recommendations to the Operations Committee for approval.

**4. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).**

(4) Utah plans to develop and produce the reports required under Section 116, performance accountability system [WIOA Section 116(d)(2)]. Utah's core programs, the SWDB and chief elected officials will establish and operate a fiscal and management accountability information system based on guidelines established by the secretaries of labor and education. Utah will begin laying the groundwork to meet fiscal and management accountability requirements, recognizing that adjustments to meet the elements may provide opportunity or have impact on the fiscal and management accountability system.



*Planning Note:* States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. Separately, the Departments of Labor and Education anticipate working with States to inform future guidance and possible information collection(s) on these accountability systems. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

## **B. Assessment of Participants' Post-Program Success**

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

### **(B) Assessment of Participants' Post-Program Success**

The SWDB will oversee the assessment of Utah's ability to meet the goals set in the negotiated performance measures. The Operations Committee will evaluate the progress of participants who are exiting from core programs in entering, persisting in, and completing post-secondary education, or who are entering or remaining in employment. The core partners will share data to help identify and remediate gaps to enhance customer experience. The Operations Committee will assign a workgroup to create a report that incorporates data from all of the workforce development partners working with participants exiting programs and training/education program supported by the partners.

## **C. Use of Unemployment Insurance (UI) Wage Record Data**

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

### **(C) Use of UI Wage Record Data**

Utah currently uses UI Wage Record Data to evaluate performance accountability for adult, Dislocated Workers, Wagner-Peyser Act, and Vocational Rehabilitation programs. Utah will utilize one of its workgroups to explore how Adult Education can be included. UI wage records are currently used and shared with appropriate partners (covered by MOUs) as a source for workforce and labor market information consistent with federal and state law. Utah's plan to align, share and integrate data is addressed under Program Data (6)(A) above.

## **D. Privacy Safeguards**

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

### **(D) Privacy Safeguards**

Utah incorporates privacy safeguards into its workforce development system. Currently Utah conducts required annual staff training and utilizes required release/waiver forms. Utah must strictly adhere to the state's interpretation of FERPA and follow established security processes/policies required by the Department of Technology Services for all of its systems and databases.

The following safeguards are in place for the workforce development system.

- Data is contained in a secure database maintained by the Utah Department of Workforce Services following Utah Department of Technology Services information technology (IT) standards. Data is backed up on secure servers nightly and firewalls are evaluated on an ongoing basis by IT security team. All data access is password protected. Persons accessing the database are required to update their password at least every 90 calendar days.
- Access to computer programs is only available to staff on a need to know basis, based upon employee's role with a division. Staff no longer associated with a particular role or division are denied access.
- Through contact with their counselor or DWS staff, customers have access to their records contained in the database
- Data matching is completed using a secure data transfer line and only as allowed by Federal and State law

The following safeguards are in place for adult education students:

- Data is contained in a secure database maintained by the Utah State Board of Education (USBE) following Utah Department of Technology Services (DTS) information technology (IT) standards. Student identifiable data is scrubbed from the development and training databases; data is backed up on secure servers nightly and firewalls are evaluated on an ongoing basis by IT security team. All data access is password protected. Persons accessing the database are required to update their password every 90 calendar days.
- Access by programs is only available to staff on a need to know basis meaning that not all service providers have access to the database. Staff no longer associated with a program are denied access upon termination from a program.
- Through contact with their adult education counselor, student have access to their or other student records contained in the database Students must sign a release of record to release any of their records to DWS, the Office of Rehabilitation, other agencies, or individuals. On an as needed basis, student may ask appropriate staff to run reports specific to their education (e.g. class schedule, Student Education Occupation play, grade transcripts and testing reports).
- Data matching is completed using a secure data transfer line and only with records whereby students have given permission. Data returned for reporting purposes is only an aggregate count and not identifiable by student.

The following safeguards are in place for general education students: parents have access to their student's education records and the right to protect the student's rights to privacy by limiting the available of student records without parental consent. UT follows FERPA guidelines in assuring that rights including:

- The ability to inspect and review education records relating to the student maintained by the school the student attends or has attended

- The right to challenge and require the school to amend an education record concerning the student that is inaccurate or misleading or in violation of the student's privacy rights, and
- The right to require the school to obtain written consent prior to the disclosure of personally identifiable information, subject to specific exceptions.
- Notifying parents, and students eighteen years of age or older, of the above rights.

The Utah State Office of Rehabilitation (USOR) follows privacy safeguards in accordance with state and federal laws and professional ethics which require the protection of personally identifiable information specific to Vocational Rehabilitation:

- USOR maintains policies and procedures to protect the confidentiality of all personal information including photographs and list of client names.
- Personally identifiable information obtained by USOR, its employees or agents concerning individuals applying for or receiving services are not disclosed without the prior written consent of the individual or the individual's legal representative, except as required for administration of programs or services.
- All client information related to the vocational rehabilitation program is maintained by the Utah State Office of Rehabilitation in the secure AWARE case management system, in accordance with the standards established by the Utah Department of Technology Services.
- Access to the AWARE case management system is password protected. Access to the system requires pre-approval and a signed agreement completed with terms and condition defined in the AWARE Access Form. Access to information in the AWARE system is based upon employee's roles within the division.
- Data matching is completed using a secure data transfer interface and only as allowed by Federal and State law.

## **7. Priority of Service for Veterans**

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

### **(7) Priority of Service for Veterans**

Utah will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act. Currently, to ensure the provision of priority of service, all employment center employees are trained to screen and identify potential covered persons. The question "Have you or a spouse ever served in the U.S. military?" is asked of every job seeker upon initial contact. If the job seeker responds in the affirmative, the job seeker is given DWS Publication 07-107 which provides an overview of the services for which they receive priority and a description of the application for those services.

DWS monitors its priority of services for veterans by visiting a required percentage of one stop offices to ensure priority of service is being provided to veterans and their eligible spouses. DWS is audited by the U.S. Department of Labor, Veterans Education and Training Services (USDOL/VETS) annually. In addition to onsite visits, the USDOL/VETS have a "mystery shopper" visit the one-stop centers to verify that priority of service is provided to veterans and their eligible spouses.

Employment center employees provide priority of service to that job seeker as follows:

- Ensure the job seeker's registration for services reflects their status as a covered person.
- Place the job seeker at the top of a waiting list for a service with limited or restricted access; if there is no waiting list for that service, a waiting list is created with the job seeker at the top of the list.
- Provide the job seeker with the service needed if the service the job seeker is seeking from DWS is not limited or restricted, or refer the job seeker to the appropriate internal or external pathway for that service.
- Complete a job-match request, which will result in the DWS job-matching system automatically placing all qualified covered persons at the top of an employer's applicant list. This means that the covered person receives referrals to open job announcements over non-covered persons.

Recognizing the need for additional methods of identifying potential covered persons for priority of service, DWS requires all employment center staff to wear a magnetic badge on their clothing asking the question "Have you or a spouse ever served in the U.S. military?" Additionally, Publication 07-107 is available and distributed in the job connection areas of every employment center, the question "Have you or a spouse ever served in the U.S. military?" is displayed as part of a looping presentation on a television in the job connection areas of all employment centers, and small desktop posters are displayed at every intake counter in the employment centers. This provides job seekers with multiple opportunities to self-identify their covered person status or to share the information about priority of service to family members, friends or neighbors.

If the veteran is determined to have a significant barrier to employment, they are referred to the Disabled Veterans Outreach Program (DVOP). An electronic 360 referral is sent to the appropriate DVOP.

DWS monitors the provision of priority of service to covered persons by using "mystery shopper" job seekers and observing state program specialists as they visit the employment centers. "Mystery shopper" job seekers are deployed by DWS to monitor many services provided at initial points of contact with job seekers. The idea is to send someone unknown to the employment center staff to inquire after services and observe whether the staff member takes the required actions. While state program specialists are identified as such in their visits in the employment centers, they make the same observations a "mystery shopper" job seeker would and report their observations to the chief of veteran services.

DWS uses a no-wrong-door approach, as noted above, that includes services available in the community that targeted veterans can use to enhance their job search.

Native American job seekers in Utah have access to DWS services. Disabled Veterans Outreach Program (DVOP) specialists are assigned to each of the employment centers nearest to Native American reservations and have developed relationships with tribal leadership to ensure tribal member veterans are provided with intensive services as well as priority of service.

## **8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities**

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable

provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

#### **(8) Accessibility of One-Stop Delivery System for Individuals with Disabilities**

Utah's one-stop service delivery system complies with provisions of the Americans with Disabilities Act (ADA) of 1990 with regard to the physical and programmatic accessibility of facilities, programs, services, technology and materials for individuals with disabilities. DWS's risk manager works in coordination with State Risk Management to conduct on-site reviews of DWS's employment centers and administrative offices. These reviews are conducted to ensure physical accessibility for DWS customers as well as employees. Reviews are conducted every three years. The Americans with Disabilities Act Checklist for Existing Facilities on the Achievable Barrier Removal Survey was used for the most recent Risk Management review. However, Risk Management is currently working with DWS and other state agencies in revising the tool. Additionally, the DWS equal opportunity officer conducts statewide employment center reviews using portions of the Section 188 checklist to ensure programmatic accessibility for DWS customers.

DWS has ADA/Section 504 policy and procedures in place and readily accessible to all DWS staff via the Intranet to assist in providing accommodations for persons with disabilities seeking, applying for, or participating in DWS programs and services. The department's equal opportunity officer also serves as the ADA/Section 504 officer for DWS customers.

Regarding technology, all core partners' public websites, including all applications for programs and services, are Section 508 compliant. The Utah Department of Technology Services evaluates, tests and surveys all DWS technology services to ensure compliance. USOR and USOE have technical teams who ensure compliance as well.

### **9. Addressing the Accessibility of the One-Stop Delivery System for English Language Learners**

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

#### **(9) Accessibility of One-Stop Delivery Systems for English Language Learners**

Utah will ensure that each one-stop center is able to meet the needs of limited English proficient individuals, through established procedures, staff training, resources, and other materials. DWS staff in all one-stop centers currently has an established procedure and pathway to access contracted interpreter services to serve customers with limited English proficiency.

Adult Education providers provide interpretative services as needed. Necessary educational documents are available in the predominant foreign languages. Clients in need of ELL services are always referred to adult education programs that offers ELL services appropriate for the student.

Training in assisting customers who are limited English proficient (LEP) is a required, annual, web-based program. All staff, in every division are required to take the LEP training and test their learned skills upon completion.

The State of Utah has several contractors who provide interpretive and translative services. DWS utilizes two specific companies for these services, and has policy and procedures in place for staff to access an interpreter or send documents for translation. Additionally, two divisions in DWS maintain interpreter lists of staff who are qualified interpreters in specified language. Job Connection staff are encouraged to check their Center for an interpreter to initially assess the customer's needs and schedule an appointment. If a DWS interpreter is not readily available, the Connection staff will contact one of the telephonic services to assist the customer and schedule an appointment, if needed.

Accessing Interpreter Services procedure and instruction card for CTS Language Link - Interpreting IVR System and Linguistica International have been created to provide WDD staff with procedures, phone numbers, account number and unit number information for accessing interpreter services for customers.

CTS Language Link - Interpreting IVR System and Linguistica International instruction card featuring access instructions for each service on each side of the card) will be distributed to WDD staff in all offices and replaces the current ESD CTS Language Link instruction card.

WDD will have a procedure and instruction card for Accessing Interpreter Services using CTS Language Link- Interpreting IVR System and Linguistica International to provide consistent and accurate service with access and charge code information for accessing interpretive services.

## **IV. Coordination with State Plan Programs**

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

### **IV. Coordination with State Plan Programs**

Utah's SWDB will oversee the joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in Utah's Unified Plan. The specific methods are described throughout the plan. Selected workgroups have been identified, but others will be needed as the plan is implemented. Workgroups described specifically throughout the plan are listed below and will report to SWDB Committees:

#### **Operations Committee Assignments:**

- A workgroup will be established by Fall 2016 to research the capacity of state entities to provide the workforce development activities defined in Section II (a)(B)(2)(A) and report to the State SWDB by Spring 2017.
- Utah will utilize a variety of strategies to align the core programs, one-stop partners, and other resources to achieve fully integrated customer services consistent with its strategic vision and goals. These strategies include workforce development activities in regard to gaps identified in the State's workforce analysis. Overall strategies include setting collaborative performance goals, sharing information/data, and working together to resolve problems and address any gaps. It also includes

collaborating and coordinating on training, marketing and feedback. Utilizing existing committees, workgroups, and programs while working to align and share resources when it is appropriate. Holding regular State Board and committee meetings as required by Utah's plan and clearly outlining all partners' responsibilities in the plan so they can be held accountable or adjusted as required.

- Share Information by refining current referral process while working toward the inclusion of all core partners in a common point of entry for customers to enter a universal collection application that connects to all core partner systems with the intent of streamlining the process and eliminating duplication. A workgroup will be formed by Summer 2016 and present recommendations to the SWDB by Spring 2017.

- Maximize existing infrastructure to develop a common registration and data repository. A workgroup will explore opportunities beginning in Fall 2016 and make recommendations to the Operations Committee by Winter 2017.

- Establish a workgroup with state and local representation from core and required partners to identify improvements in referral pathways and develop processes to provide consistent and seamless services for common customers. A workgroup will be formed and assigned the task of developing recommendations for implementing an agreed upon referral process by Summer 2016 and will report to the State SWDB Committee by Summer 2017

- A workgroup with representation from the core and required partners will make recommendations to the Operations Committee regarding Utah's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). The approved recommendations will be included in the state plan modification in 2018 and in subsequent plans and plan modifications.

- Utah core programs will be assessed annually based on the State performance accountability measures described in section 116(b) of WIOA. Assessments include the quality, effectiveness, and improvement of programs. A workgroup with representation from the core partners will meet to define the performance accountability measures, the sources of data, identify what will be measured, how the information will be reported and how the information will be used for improvements. Utah will utilize previous performance measures as base measurements. The workgroup's recommendations will require approval from the SWDB.

- Utah will assign a workgroup to make recommendations to the Operations Committee regarding conducting evaluations and research projects on activities under WIOA core programs. The recommendations will include how the projects will be coordinated and designed in conjunction with the SWDB and core partners and how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and Secretary of Education under WIOA. As required and determined by the core partners, adult education data will be made available for effectiveness analyses as defined by both Labor and Education guidance for program improvement and compliance purposes. The workgroup will begin meeting by Summer 2016 and prepare recommendations for the SWDB by Winter 2017.

- Utah will establish a workgroup to research how the SWDB can assist the Governor in aligning technology and data systems across required one-stop partner programs, including UI. This will include design and implementation of common intake, data collection, etc. and describe how such alignment will improve service delivery to individuals, including unemployed individuals and employers. The workgroup will present its recommendations to the Operations Committee for approval.

## **Services to Individuals with Disabilities Committee**

- A workgroup, focused on providing aligned services to employers and exploring ways to better understand employer needs, with representation from all the core partners and required partners, as appropriate, will be formed by Summer 2016. They will explore opportunities to further align, connect, and collaborate on current services provided to employers:
- Educating employers about individuals with barriers
- Leveraging USOR's current coordination with employers
- Employer boards utilized by CTE at the secondary (K-12) and post-secondary education levels
- DWS' Workforce Development Specialists, Labor Market Information, and UWORKS labor exchange system
- Coordinating with the Governor's Committee on Employment of People with Disabilities
- Establishing a process to coordinate efforts to understand employer needs from a full workforce development system point of view, coordinating all partner efforts as well as new methods

The workgroup will report recommendations to the SWDB for approval by Winter 2017.

- Activities defined in Section (2) Implementation of State Strategy

(A), will be coordinated with GOED and other Utah economic development organizations' activities and strategies. GOED is an active member of many of the committees, workgroups, and projects described throughout this plan. They are a member of the SWDB which ensures their participation in coordinating activities between GOED, the Core Partners and the required partners. DWS also attends the GOED Board meetings to support the growth of local employers and identify connection points for partnerships. A workgroup will be created to explore how core partners can build stronger connections to economic development boards at the state and local levels. The workgroup will hold its initial meeting by Winter 2017.

## **Career Pathways Committee**

- There are many career pathway activities being carried out around the state. The Career Pathway Committee will meet with partners from around the state gathering information and ideas on how these groups can align, share resources, and collaborate. They will make recommendations, that include the Six Key Elements of Career Pathways described in the Career Pathway Toolkit and requirements of WIOA section 101(d)(3)(B), (D) to the SWDB regarding how the SWDB can best support a collaborative state career pathway system. Utah's sector strategies are aligned with GOED's industry clusters. They are incorporated throughout Utah's plan. Utah will refer to the definitions of "career pathway" in WIOA section 3(7) and "industry sector or occupation section 3(23) of WIOA.
- A workgroup, modeling a practice that Utah has utilized in the past, will review the economic analysis and targeted industry sectors outlined in the Unified Plan and make recommendations to the SWDB identifying the top (3 in the past) occupations/industries by July 2016. Once the industry/occupation is approved, the workgroup will expand to include representatives from the ETPL and employers from the targeted industry sector. The SWDB will act as the facilitating agency.



Employers will be given opportunity to discuss the needs that they have and identify the skills gaps that new hires and job seekers have. From there, the eligible training and education providers will discuss available labor market data and employer input to strategize how they can update their existing CTE curriculum to be improve workforce alignment, provide opportunities for stackable credentials, and to meet employer's needs. This process will be completed by July 2017.

- A workgroup will make recommendations to the State SWDB by Fall 2016. The workgroup will be charged with describing how the State's strategies will engage education and training providers, including training providers on the State's ETPL as partners in the workforce development system to create a job-driven education and training system.

## V. Common Assurances (for all core programs)

The Unified or Combined State Plan must include assurances that—

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; **Yes**

2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes; **Yes**

3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; **Yes**

4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; **Yes**

5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; **Yes**

6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); **Yes**

7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; **Yes**

8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; **Yes**

9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; **Yes**

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA); **Yes**

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and **Yes**

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. **Yes**

## **VI. Program-Specific Requirements for Core Programs**

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

### **Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B**

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B--

#### **a. General Requirements**

##### **1. Regions and Local Workforce Development Areas**

**A. Identify the regions and the local workforce development areas designated in the State.**

###### **(a) General Requirements**

(1) Regions and Local Workforce Development Areas

(A) Utah has been designated as a single-area state.

**B. Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.**

(B) Utah has been designated as a single-area state.

**C. Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas.**

(C) Utah has been designated as a single-area state.

**D. Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.**

(D) Utah has been designated as a single-area state

## **2. Statewide Activities**

**A. Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.**

### **Statewide Activities**

(A) State policies for the statewide workforce development system can be found in the Workforce Development Division Policy Manual on the DWS website at [http://jobs.utah.gov/infosource/EmploymentBusinessManual/DWS\\_Employment\\_and\\_Business\\_Services\\_Manual.htm](http://jobs.utah.gov/infosource/EmploymentBusinessManual/DWS_Employment_and_Business_Services_Manual.htm)

**B. Describe how the State intends to use Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers**

(B) Utah has plans to address the governor's set-aside funding and to utilize Rapid Response (RR) funds to respond to layoffs and plant closings, coordinating services to quickly aid companies and their affected workers. Utah is also working to implement layoff-aversion strategies to address at-risk companies and workers. In regard to the governor's set-aside funding, Utah has centralized several functions such as finance, audit, human resources, and UWORKS to create efficiencies by reducing overhead costs at the local level. The state has been able to absorb these costs allowing more funds to be used on career services and training for customers. If the full set-aside funding is restored, other activities allowable under the law will be considered.

Twenty-five percent of Dislocated Worker (DW) funds are reserved for RR activities and Additional Assistance funding to local areas. Funds provide rapid response services to as many companies and workers as possible regardless of the size of event, either through a formalized coordination with the state Dislocated Worker Unit (DWU) when layoffs impact 15 or more workers, or through a local-area response provided by local workforce development specialists (WDS) when layoffs impact less than 15 workers. Additional Assistance funds are used when local areas have a significant increase in the number of dislocated workers needing assistance due to layoffs and closure events, and the local area does not have adequate Formula funds to meet the needs.

The DWU is housed with the Workforce Development Division Program and Training (WDD) at DWS. It is part of the Education and Training Team. The team includes the state RR coordinator, DW program specialist, Trade Adjustment Assistance (TAA) program specialist and the state program specialist over the Eligible Training Provider List (ETPL) and Basic Education Provider List (BEPL), ensuring coordination and the ability to design and deliver comprehensive services to dislocated workers. The DWU follows up on all WARN notifications, trade petitions and trade-certified companies to ensure prompt delivery of services.

Local WDS staff plays a key role in RR by building and maintaining relationships with employers, which is a key activity in receiving early notification from employers on planned layoff or closure events. This allows critical time to plan for and customize services to specific events and workers' needs. During layoff or closure events, local WDS staff becomes part of RR delivery by coordinating with the DWU and delivering RR services as appropriate. This includes collaborating with core and required partners to quickly reconnect affected workers with employers seeking their skill -set. A workgroup will be assigned to explore partnering and processes for short-term training solutions between DWS and the UCAT system. Their initial meeting will be Spring 2017.

The DWU gathers and tracks layoff/closure data and disseminates Layoff Notification Records used by DWS management, area directors, WDS staff, UI and the Workforce Research and Analysis (WRA) team to help plan for and potentially avert layoffs or minimize the impact to workers by matching workers to available jobs, sponsoring job fairs, linking workers to job-search workshops and providing DW, TAA and other appropriate career services. RR services, along with the UI Reemployment Services and Eligibility Assessment (RESEA) program, has shortened and prevented periods of unemployment of dislocated workers.

By implementing early intervention strategies, Utah's RR program creates opportunities to engage employers, community partners, economic development agencies and training providers to avert the negative impacts of layoffs by quickly moving workers from layoff to employment or training. During RR workshops, worker information is gathered to register them in UWORKS, expediting access to services. The UWORKS system identifies RR services, career services, company information and layoff/closure data; employment and training counselors use it in determining WIA DW eligibility.

**C. In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.**

(C) WDS staff works closely with DWS administration and the state DWU to provide RR services to local areas and to coordinate dislocation events, including disaster situations. Through ongoing partnerships developed with local agencies, businesses and community partners, DWU and WDS staff can respond immediately to emergency dislocations, including local-area disaster situations. Depending on the severity of the disaster, including FEMA-approved disasters, DWU and WDS staff are prepared to work independently or with first responders to conduct a preliminary assessment of the area to determine the need for funding to meet the career and training needs of individuals impacted by dislocation events, including coordinating services and providing temporary housing and other support needs of individuals displaced by such events.

The DWS executive director reports directly to the governor, ensuring coordination of necessary FEMA assistance or the need to apply for National Dislocated Worker Emergency Grant (DWEIG) funds to address needs as a result of a disaster or national emergency. The DWU will assist in the development of and application for National DWEIG funding, which may include funding to temporarily hire displaced individuals to provide humanitarian assistance and to clean up and repair facilities and lands. This includes career and training services to enhance the skills of the impacted

individuals, better positioning them for employment after the completion of temporary employment disaster relief.

DWS ensures coordination between RR and other program services, including UI emergency disaster funds, and has an emergency plan in place to address communication and IT backup of case management systems as well as a staffing plan to address these events so critical services will not be disrupted.

**D. Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.**

(D) Utah provides early intervention to worker groups on whose behalf a TAA petition has been filed [Section 134 (a)(2)(A)]. During the initial employer contact, potential Trade Act impact is determined, and the petitioning process is initiated. RR workshops include information regarding the Trade Act program when appropriate. When a Trade Act Certification occurs after the layoff, a RR Trade Act-specific workshop/orientation is scheduled, and workers are notified using the Trade Act impact list. Also, Trade-impacted workers receive a Trade Certification letter, which identifies what they need to do to access services, and a Trade Act benefit brochure.

## **b. Adult and Dislocated Workers Program Requirements**

**1. If the State is utilizing work-based training models (e.g. On-the-job training, Incumbent Worker training, Transitional Jobs, and Customized Training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.**

### **(b) Adult and Dislocated Worker Program Requirements**

#### **(1) Work-Based Training Models**

DWS uses work-based training models including On the Job Training (OJT), Internships, and Registered Apprenticeships. Each of these work-based training models provide participants with the opportunity to quickly develop expertise in their area of training. Also while they are improving their skills they could possibly be earning a wage. Workforce Development Specialists reach out to employers to connect interested participants with appropriate opportunities. DWS case managers and the State Office of Apprenticeship monitor the work-based learning to ensure the participant is progressing and meeting the needs of the employer. Also, employers represented on the State Board of Education and informed on the different types of work-based training.

Through Work-based learning employers tailor the training the plan with the Workforce Development and the participant's case manager. If an employer participants in an OJT, they are eligible to receive reimbursements to wage of the participants while they are in training.

USOR develops and improves pathways providing increased alternative training models and options. Examples include OJT, work-based trainings, apprenticeships, internships, temporary work experiences, Supported Employment (SE), Supported Job-Based Training (SJBT) and Customized Employment. This allows individuals and counselors to customize a unique set of services for each individual. USOR partners with other agencies, including employers, the DWS, Community Rehabilitation Programs (CRPs) and the Division of Services for People with Disabilities (DSPD). USOR has formed an oversight committee for Community Resource Provider (CRP) services that meets quarterly to provide ongoing input and suggestions regarding the provision of services, the policies around SE/SJBT, and approval of service providers. USOR also has an established process for CRP approvals and reviews to ensure quality services are provided to clients and employers.

## **2. Describe how the State will incorporate Registered Apprenticeship into its strategy and services.**

### **2) Registered Apprenticeships**

An Apprenticeship Committee has been developed as part of the SWDB and will expand to include core and required partners. One of the goals is to partner with education through creating and expanding pre-apprenticeship opportunities and enhancing awareness. As these opportunities are developed further, DWS will market them to individuals.

Utah's labor exchange system allows for registered apprenticeship opportunities to be posted in UWORKS. This enhances the connection of job seekers to registered apprenticeship opportunities available and assists employers in identifying qualified candidates for openings.

DWS is coordinating with the U.S. Department of Labor Office of Apprenticeship (OA) to identify registered apprenticeship sponsors for the ETPL and is reaching out to those sponsors. In addition, DWS is collaborating with trade associations and unions to better understand the needs of employers utilizing registered apprenticeships. These relationships will connect employers, who may benefit from the structured training apprenticeships provides, to the OA with the intent of increasing opportunities for job seekers.

USOR provides its counselors with the ability to support individualized apprenticeship opportunities and to engage with employers for the purpose of developing customized apprenticeship opportunities. USOR works directly with employers and post-secondary education and coordinates with the U.S. Department of Labor Office of Apprenticeship.

## **3. Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).**

### **(3) Training Provider Eligibility Procedure**

The procedure Utah will follow for training provider eligibility, including initial and continued eligibility, and the process for including registered apprenticeship programs on the ETPL can be found on the

DWS website at  
[http://jobs.utah.gov/infosource/EmploymentBusinessManual/8000\\_Training\\_Programs/8700\\_Training\\_Providers/8700\\_Training\\_Providers.htm](http://jobs.utah.gov/infosource/EmploymentBusinessManual/8000_Training_Programs/8700_Training_Providers/8700_Training_Providers.htm)

**4. Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funding by the Adult Formula program.**

(4) Utah will implement and monitor the priority for public-assistance recipients, other low-income individuals or individuals who are deficient of basic skills in accordance with the requirements of WIOA Section 134(C)(3)(E). DWS will provide priority of service to WIOA Adult customers by focusing enrollments on customers who are either low income, recipients of public assistance, or basic-skills deficient. Basic-skills deficiency will be verified with WorkKey's assessment results or a referral from Title II Adult Education or English Language Acquisition program. Customers who do not meet these criteria will be referred to other assistance programs. In addition, current adult education assessments can be used as a measurement of basic skills. WIOA Final Regulations state that guidance on how to implement this priority will be provided. As soon as additional guidance is provided, we will continue to improve our efforts to provide priority.

**5. Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs.**

(5) Funds may be transferred between Adult and the Dislocated Worker program through written request to the program manager and must be approved by program & policy management and the finance manager before the transfer must be complete. DWS management reviews the request to determine if there are available funds to transfer, reviews the area's participant demographics, reviews obligation and expenditure levels, and then determines if there is an increased need for dislocated worker or adult funding.

**c. Youth Program Requirements**

With respect to youth workforce investment activities authorized in section 129 of WIOA,—

**1. Identify the state-developed criteria to be used by local boards in awarding grants for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants.\***

\* Sec. 102(b)(2)(D)(i)(V)

**(c) Youth Program Requirements**

(1) While Utah has a single SWDB, criteria have been developed to award grants for youth workforce investment activities. The state-developed criteria will include evaluating the provider's ability to engage youth in the service elements that the provider is offering; collaborating with organizations and/or community partners regarding the specific qualifications necessary in order to provide the service elements that the provider is contracted to offer; and licensing or certifying the provider and staff who will be working directly with the youth that they are serving. Criteria will also include a description of evidence-based program models or practices and the process the provider uses to collect and utilize customer feedback. This will help ensure information is provided on whether performance accountability measures are met based on primary indicators of the youth program performance.

**2. Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, and Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.**

(2) Utah's strategies to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B) include leveraging and aligning core programs and other available resources:

- Elements discussing our efforts to target out-of-school youth at the eligibility process by enrolling more low-income out of school youth to increase the number of out-of-school youth receiving funds and services. This creates a balance between VR's goal of serving more in-school youth by providing services to those with disabilities while in school and then transitioning over to DWS services once they are considered out of school.
- Strategies for retaining customers once they enroll, by providing effective assessment interviews that address each customer's individual goals, skills, abilities, barriers, concerns and feedback to create a career pathway for each youth that is specific to their educational and employment goals.
- Strategies for higher completion rates of secondary and post-secondary training as well as leadership development activities that help prepare youth for entering the workforce, which also includes increased opportunities for paid and unpaid work experiences that lead to more options for permanent employment.
- Assisting with skills upgrades needs and remediation, especially for those who are basic skills deficient or ELL by more engaged connection and referral to Adult Education Services, VR services for those with disabilities, and access to resources through higher education institutions as we work with those on the ETPL for specific in-demand occupational training programs.

**3. Describe how the State will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented.\***

\* Sec. 102(b)(2)(D)(i)(I)

(3) Utah will use funds to carry out the Youth Program elements described in WIOA section 129(C)(2). Staff will assess each individual to ensure the appropriate elements are provided based on specific circumstances and to meet performance outcomes. Monitoring the use of each service



provided as well as the outcome of each service element will also be completed. Utah will ensure that each of the 14 service elements are made available through in-house implementation of the service elements that are being provided by DWS, referring to outside agencies, community partners, businesses and agencies that provide the required service elements and sole sourcing to ensure that all 14 elements are available and being offered to each youth in the program. Funds will be used to provide:

- Support needed to complete secondary school education, including Adult Education, alternative high school education, packet completion or high school equivalency credential preparation. Support may include tutoring with eligible tutors to assist with both secondary and post-secondary educational completion. This will be made available through referrals, connection and follow up with the youth to ensure they are getting the access to educational assistance that they need.
- Support to assist individuals with enrolling, attending, and completing Adult Education services, and/or alternative education services. Support may include paying for high school equivalency credential practice tests, and the supplies needed to complete their educational goals. This will be made available through referral and resource connects through Utah State Board of Education as well as other providers of secondary and GED completion services.
- Paid employment opportunities for youth that have an academic and occupational component. The opportunities may include summer employment and other opportunities available throughout the school year such as internships, job shadowing, and OJT. This will be made available through employer collaboration.
- Training support to youth customers who are eligible under an ITA for tuition and required training related supplies needs. Funds will also be used to support youth customers in apprenticeships and custom fit trainings. This will be made available by ensuring youth are made aware of post-secondary training options through customer choice using the ETPL as well as other providers of Occupational Skills Training.
- Support individuals completing leadership development activities, including, but not limited to, job search and life skills workshops, conferences, and team building activities.
- Funding for reasonable expenses required for participation in training and employment activities. This is provided and monitored by DWS through a Training and Support Card.
- Referrals and connections to fee-for-service providers who offer mentoring to students either on a one-on-one or group basis.
- Individual counseling, family counseling, trauma counseling, substance abuse counseling and intervention, mental health counseling and medication management.
- Budgeting workshops, courses and activities.
- Entrepreneurial skills training, as a direct payment to the provider for the courses being offered to the individual.
- Career assessments to customers during appointments with staff in order to guide them through appropriate career pathways.
- Activities that help youth prepare for and transition to post-secondary education and training. Staff will assist youth with educational searches on a one-on-one basis during assessments in order to help customers determine a best fit for them in completing training.

**4. Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII).**

(4) Utah policy meets the criteria specified in WIOA Section 129(a)(1)(B)(iii)(VIII) and Section 129(a)(1)(C)(iv)(VII). According to DWS policy, customers who require additional assistance to complete an educational program or to secure and hold employment will include out-of-school youth customers who are Native American, refugees or victims/witnesses to domestic violence or any other type of abuse (at any point in time in their life), or who have identified substance-abuse issues (within the last year) or an incarcerated parent. For in school youth, this will include customers who are refugees.

**5. Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If state law does not define “not attending school” or “attending school” indicate that is the case.**

(5) Utah’s definition, as defined by law, for not attending school as defined in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(iv)(VII) is as follows: Out-of-school youth means a student 16 years of age or older who has not graduated from high school and is no longer enrolled in a K-12 program of instruction. There is not a specific definition in state law for attending school.

**6. If not using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the specific State definition.**

(6) Utah’s definition of basic skills deficiency is having less than a 9th-grade level of English reading, writing or mathematical skills based on results of an approved assessment.

## **d. Single-area State Requirements**

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must also include:

- 1. Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)**
- 2. The entity responsible for the disbursement of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)**
- 3. The type and availability of WIOA Title I Youth Activities, including an identification of successful providers of such activities. (WIOA section 108(b)(9).)**

(1) Overall the comments from the public comment period were positive. Below are the comments received in writing and from the town hall meetings:

### **WIOA Plan Public Comments**

January 26 - February 26, 2016

Note: All of the comments have been reviewed by the core partners and addressed as appropriate.

**Comment 1:**

To Whom it May Concern:

Salt Lake County is the Collaborative Applicant for the Salt Lake and Tooele Counties' Continuum of Care, a HUD geographic designation for homeless system planning and funding. Below please find our comments on the Draft Utah WIOA Plan.

The Workforce Innovation and Opportunity Act (WIOA), which was passed in 2014, reauthorizes and restructures the programs originally created through the Workforce Investment Act in 1998. Four of the key organization experts in the field of homelessness (National Alliance to End Homelessness, HUD SNAPS Office, U.S. Interagency Council on Homelessness, and CSH) agree that WIOA makes important changes to existing systems that recognize the unique challenges that many homeless or formerly homeless individuals face when trying to access workforce training programs and employment opportunities. Positives include:

- Must specifically provide information the state will use to serve individuals with barriers to employment. The act specifically identifies homeless, ex-offenders and youth.
- Raised age of transition youth. Transition youth may now be served up to age 24. This mirrors the age range of transition homeless youth.
- Improved performance measures. The act connects barriers and outcomes in reporting. This helps assure all populations are targeted, even those with the highest barriers.
- Allows use of funds for supportive services and transitional employment. Both of these uses will help address barriers that sometimes prevent homeless persons from gaining employment.

In addition, the WIOA requires each State develop a single, unified plan covering all core programs authorized by the act. The draft Utah plan has been posted is currently soliciting feedback. As required by the WIOA, the draft Utah plan is helpful in addressing the needs of homeless persons in the above ways. Some additional ways the plan could be helpful, particularly when it is locally developed/operationalized include:

1. More detail on how to address the specific employment needs of homeless individuals. Homeless individuals may have different needs than others with barriers.
2. The U.S. Interagency Council on Homelessness identifies homeless veterans, youth, families, and those experiencing chronic homelessness as priority populations. It may be helpful if the WIOA plan stated a similar population priority.
3. Plan should address concentration of poverty areas, i.e. low opportunity areas as identified by Wasatch Choice 2040.
4. It would be helpful if Continuum of Care's and local homeless planning committees (for example: Collective Impact Steering Committee on homelessness) were cited as partners in the plan
5. It would be helpful to also include other entities that can help in housing based stabilization in planning and operational efforts.

6. Identify a specific performance target related to homeless persons.
7. Develop a workgroup or committee related to employment for homeless persons. This committee could also engage the perspective of homeless persons through focus groups or inclusion on the committee membership.
8. Continued support of state efforts to provide businesses with financial incentives for hiring homeless or formerly homeless persons.
9. Plan should consider participating with pay for success/performance initiatives.

Thank you for the opportunity to submit these comments. We look forward to further collaboration when the local DWS South Plan is developed.

Michael R. Gallegos

Associate Director

Office of Regional Development

Office 385.468.4901 | TTY 7-1-1

**Comment 2:**

Dear Ms. Domenici:

It has been very busy for me this month and I apologize for not being able to contribute a more polished comment on Utah's Workforce Development plan for the upcoming year. My only suggestion is that the state look for additional opportunities to develop transitional jobs programs for homeless people and other populations with significant barriers to employment. If possible, I would like to suggest that this issue brief, "Implementing transitional jobs under WIOA" by the Heartland Alliance be entered into the public comment:

<http://action.heartlandalliance.org/site/R?i=M1P1T8VHaSsq1ALscJC2tA>

Bill Tibbitts

Associate Director

Crossroads Urban Center

347 South 400 East

Salt Lake City, UT 84111

[www.crossroadsurbancenter.org](http://www.crossroadsurbancenter.org)

(801)-364-7765 ex 107

**Comment 3:**

After yesterday's Utah Workforce Information and Opportunity Act (WIOA) town hall meeting in Ogden, I read the entire Unified State Plan and its attachments and was very impressed. This is an outstanding piece of work. It makes me want to work at DWS. I learned a lot.

1. Please include Hill Air Force Base in any working groups or committees that Deb Sparks deems appropriate. We want to collaborate however can to make this unified plan a success.
2. I am attaching one document in Word format. You will see another attachment that is only a digital signature that cannot be opened.
3. Because I saw no gaps or deficiencies, all of my observations are clerical corrections. I am sure you would have caught them anyway, but I documented the ones I noticed.

Thanks for including us in the review. We look forward to working with you on implementation plans.

Joyce Peters

AFSC/ENRW OL-Hill

Workforce Strategic Planning & Partnerships

Air Force Sustainment Center

Engineering & Technical Mgt Directorate

Hill Air Force Base, Utah

Cell: (801) 540-1368

joyce.peters@us.af.mil

1. Page 7, para 4. Should read: "The Logan area's job growth of around 4.0 percent is probably destined to be moderate, but that area's long-term economic outlook is also on an upward plane."
2. Page 19, first line. Should read "the above list" instead of "the following list".
3. Page 20. Text overlaps the illustration.
4. Page 44, III (a) (1) para 2. Should read: "The Governor, in accordance with section 106(d) of WIOA will retain and designate Utah..." "The State Workforce Development Board (SWDB) will serve as the advisory body..." A singular subject needs a singular verb.
5. Page 53 (B) bullet 2. Need either semicolons or separate sentences.
6. Page 74, para starting with "One of the ways..." Sentence should read: "The RESEA program is entering its sixth year as an annual grant program." (Missing a period.)
7. Page 78, para 1. "The languages spoken by this population are predominately English and Spanish; Thai Burmese and Chinese are the secondary languages."

8. Page 164. IDEA stands for Individuals with Disabilities Education Act.

**Comment 3:**

WOIA Team,

Atch 1 shows the results of the Utah Workforce Survey of high growth industry which was meant to supplement DWS historical data and provide legislators with a more realistic vision of where state resources should be invested for education, training and economic development. This survey report was released to state legislators on 15 December through Utah Senator

Ann Millner and GOED Ben Hart.

Atch 2 shows the specific input from Hill AFB for the Utah Workforce Survey.

It provides clarification of the numbers of new hires needed in specific occupations for the next 5 years. THIS DETAILED INFORMATION IS FOR GOVERNMENT USE ONLY AND IS NOT RELEASABLE TO THE GENERAL PUBLIC.

This survey was needed because IT work in Silicon Slopes, and high-tech workload such as F-35 Joint Strike Fighter sustainment (e.g., maintenance, repair, overhaul, software upgrades, aircraft modifications, logistics and supply chain management, acquisition and program management, etc.) comes to a state ONCE IN A GENERATION. F-35 sustainment is 40-50 year workload - a game changer. DWS would have to go back to the mid-1970s with arrival of F-16 sustainment to historically trend an increase in workforce requirements such as this program will bring to Utah over the next 5-10 years. Every F-35 job is a new job - our old work does not go away.

Hill wants to do everything it can to prevent Utah from exporting STEM workers and to attract highly skilled workers to our state. I believe the WOIA unified plan is a big step in that direction. Thank you!

Joyce Peters

AFSC/ENRW OL-Hill

Workforce Strategic Planning & Partnerships

Air Force Sustainment Center

Engineering & Technical Mgt Directorate

Hill Air Force Base, Utah

Cell: (801) 540-1368

joyce.peters@us.af.mil

**Comment 4:**

To whom it may concern;

I just wanted to voice my congratulations on the Plan. I appreciated the opportunities that interested parties were afforded to comment, and to better understand the Plan. I am especially excited about the vision for all stakeholders to work together in serving all individuals to more successfully participate in Utah's workforce. I'm looking forward to participating in promoting and implementing the plan in whatever ways may be helpful.

Best regards,

Kris Dobson

**Comment 5:**

The Disability Law Center (DLC) operates the federally-mandated Client Assistance Program (CAP), a resource for resolving disputes between the Utah State Office of Rehabilitation (USOR) and its clients. CAP received requests for assistance from 215 clients in fiscal year 2015.

The regulations implementing the Workforce Innovation and Opportunities Act (WIOA) are expected to be published in June 2016. The DLC has reviewed the Utah WIOA Unified State Plan through the lens of the anticipated regulations. In the draft Unified State Plan there is no strategy outlined to provide career counseling, information and referral services to those currently employed at a subminimum wage level, as required by proposed regulation 34 C.F.R. §397: Designated state units (DSU) must provide documentation of the provision of career counseling and information and referral services to individuals with disabilities, regardless of age, who are currently employed at a subminimum wage level.<sup>1</sup>

The DLC believes that USOR should be collaborating with other agencies and entities to meet this requirement. While we recognize collaborative efforts throughout the plan, there is nothing specific to individuals currently employed at subminimum wage.

The DLC further notes the impact of the Centers for Medicare and Medicaid Services new Home and Community Based Services (HCBS) settings rule.<sup>2</sup> The rule requires opportunities for integrated and competitive employment. Unfortunately, it not mentioned anywhere in the plan. While we appreciate the inclusion of Employment First, there must also be targeted and concerted outreach to those in sheltered workshops and day programs.

The DLC looks forward to the finalized Unified State Plan including strategies to reach those currently employed at subminimum wage and served in day programs with career counseling, information and referral services to which they are entitled. The Utah Unified State Plan will not be compliant with WIOA requirements unless it specifically addresses these populations.

At the same time, the DLC is pleased to see strategies specific to transition-aged youth who qualify for special education and 504 accommodation planning in school settings.

<sup>3</sup> Strategies that include employment, independent living, self-determination, and a variety of service agencies provide hope that transition-age youth will be employed in competitive and integrated settings within the community.

We are also pleased to see strategies that seek to reach out to minority populations, veterans, those with substance use disorders, and ex-offenders throughout the state. It is our hope that the coordinated efforts of state agencies will lead to a more integrated society where all people are given the opportunity to be competitively employed and live as independently as possible in their

community. Thank you for your time and consideration of our recommendations. If you have any questions, would like more information, or if we can be of further assistance in any way, please do not hesitate to contact us.

The Disability Law Center (DLC) is Utah's federally mandated Protection and Advocacy agency. The DLC's mission is to enforce and strengthen laws that protect the opportunities, choices and legal rights of Utahns with disabilities. Our services are available statewide and free of charge, regardless of income, legal status, language, or place of residence.

1 Department of Education Docket ID ED-2015-OSERS-0001.

2 [www.medicaid.gov/Medicaid-CHIP-Program-Information/By-Topics/Long-Term-Services-and-Supports/Home-and-Community-Based-Services/Home-and-Community-Based-Services.html](http://www.medicaid.gov/Medicaid-CHIP-Program-Information/By-Topics/Long-Term-Services-and-Supports/Home-and-Community-Based-Services/Home-and-Community-Based-Services.html)

3 Unified State Plan page 117-119

LauraLee Gillespie, Supervising Attorney

(800) 662-9080 or [lgillespie@disabilitylawcenter.org](mailto:lgillespie@disabilitylawcenter.org)

February 22, 2016

Also link to video: <https://www.youtube.com/watch?v=Bupkz3JwkRs>

#### **Comment 6:**

WOIA Team,

Hill AFB has some concerns about how DWS gathers data for its workforce projections. We have expressed these concerns for two years now and the discussions have become heated at times. At the risk of starting another round of arguments, I am outlining our concerns one more time, this time as they relate to the WIOA.

I do not expect anything to be changed in the WIOA as a result of this input, because at the state level it is not a big deal, and that is why I did not include it in my comments. However, I do think it matters when looking at our region and when looking at our economic sector/cluster.

1. The WIOA mentioned that some occupational projections are produced every two years by DWS Workforce Research and Analysis (WRA). I do not believe that Hill AFB has ever been included in this survey. Maybe it matters, maybe it doesn't.

2. The WIOA mentioned last year's "Hard-to-Fill Jobs" survey. Hill was not included in that survey. Again, maybe it matters, maybe it doesn't.

3. The WIOA states that WRA data can also be augmented with "real-time" labor market information. Current job advertisements counted by the Help Wanted Online (HWOL) sounds like an excellent tool. I trust that it surveys USAJOBS. However, I am just wondering if the job ads actually reveal the QUANTITY of jobs employers are offering, as is claimed. For example, Hill AFB currently has over 200 Electronics Engineer vacancies (we would fill them immediately if candidates were qualified and available). And yet we only have one or two vacancy announcements posted at any one time for that



entire occupation. Our composite technician job ad represents 72 vacancies. Our Computer Scientist job ad represents 60+ vacancies. Maybe it matters, maybe it doesn't.

4. When Unemployment Insurance stats are used, please remember that Hill AFB is not included. Maybe it matters, maybe it doesn't.

5. The DWS representatives at Clearfield and Ogden sites go above and beyond in helping Hill AFB to recruit talent. They also mentor 50 separating military members per month as they transition to new careers. They are stretched very thin and yet they come through for us every single time. I wonder if DWS support to Hill AFB fills is counted when staffing these offices. Is DWS capturing the stats on the manhours and the ROI of its own employees as it relates to Hill? I hope so. This does matter.

Thanks for keeping these considerations in the back of your mind as we move forward with implementation plans. We want to be at your side as we shape the future workforce of Utah.

Joyce Peters

AFSC/ENRW OL-Hill

Workforce Strategic Planning & Partnerships

Air Force Sustainment Center

Engineering & Technical Mgt Directorate

Hill Air Force Base, Utah

Cell: (801) 540-1368

joyce.peters@us.af.mil

## **Comment 7**

Good Afternoon,

I have attached a comment for the WIOA Unified State Plan Draft. Page 100 contains a reference to Work Ability Utah, a past Medicaid Infrastructure Grant. At the end of the grant term, three agencies did come together to continue to collaboration. However, the contract has expired, ending any official collaboration. I offer suggestions to more accurately reflect that and include language that the collaboration could be formally established again and move into the future.

As past director of Work Ability Utah, and the author of the contracts, I felt compelled to be sure the language in the Unified State Plan was accurate.

If you have questions or if I can assist in any way, please feel free to contact me.

Thank you so much!

Carol

ASPIRE\_Logosmaller

Carol Ruddell

ASPIRE Project Director

Utah State Office of Rehabilitation

P.O. Box 147308

Salt Lake City, Utah 84114-7308

(801) 571-2160

(844) 880-9172

cruddell@utah.gov

### **Comment 8**

Comment to the WIOA Unified State Plan Draft

Page 100, Current Language

(h) Interagency Cooperation.

(1) USOR, The Department of Health's Division of Healthcare Financing (Medicaid), and USOE have a cooperative working agreement to coordinate efforts to support a comprehensive, consumer-responsive system of work supports that will increase employment outcomes for individuals with disabilities in Utah. The three aforementioned agencies will collaborate to update the cooperative working agreement as often as necessary to ensure that individuals with disabilities in Utah have access to information and referral resources within the state. The current cooperative agreement includes provisions for the Work Ability Utah website, financially supported by braided funding, which was created to facilitate the dissemination of employment resources and streamline services to individuals with disabilities.

Response

The above paragraph contains errors of fact with regard to the cooperative working agreement. It no longer exists, having expired in the Spring of 2014.

Suggested Language:

(h) Interagency Cooperation.

(1) USOR, The Department of Health's Division of Healthcare Financing (Medicaid), and USOE had a cooperative working agreement to coordinate efforts to support a comprehensive, consumer-responsive system of work supports to increase employment outcomes for individuals with disabilities in Utah. Utah agencies and their staffs, individuals with disabilities and advocates will benefit from the continuation of this coordination. The three aforementioned agencies will collaborate

and enter into a new cooperative working agreement, amending it as necessary to continue to ensure that individuals with disabilities in Utah have access to information and referral resources within the state. The previous cooperative agreement included provisions for the maintenance of the Work Ability Utah website, which was created to facilitate the dissemination of employment resources and streamline services to individuals with disabilities, community members and staff of state agencies and organizations.

Respectfully submitted,

Carol Ruddell

Past Work Ability Utah Director

#### **Comment 9**

Good afternoon Utah WIOA Team,

RespectAbility is pleased and honored to have the opportunity to offer the attached public comments on Utah's Unified State Plan. As you all know, WIOA is a huge paradigm shift that will expand opportunities for people with disabilities if the states adopt best practices and invest in successful models.

As ever, our biggest question for you is...how can we be helpful? How can our organization provide you with the resources or information you need to empower more people with disabilities to pursue the American dream? Whatever you need, we stand ready to help.

Regards,

Jennifer Mizrahi & Philip Pauli

Philip Pauli

Policy and Practices Director

RespectAbility

philipp@respectabilityusa.org / Office: 240-483-4134 / Cell: 303-842-3374

#### **Comment 10:**

Sorry this is late, Thought I would send it along anyway. My comments are as follows:

We need to make sure that time spent in school or workforce development count towards TANF work requirements and child care subsidy requirements. A 14 year old girl should not have to drop out of school because she gets pregnant and has no way of obtaining child care.

I would like to see us move toward a combined plan from this unified plan that brings in other departments like Education, Human Services, and Health so we can really start looking at wrap around services to clients. Including the IGP Commission's 5 and 10 year plans in the process would be extremely helpful

Thanks for the opportunity to comment. Y'all did a nice job putting this together.

Terry Haven

Deputy Director

Voices for Utah Children

747 E. South Temple, Ste. 100

Salt Lake City, UT 84102

801-364-1182 (o)

801-364-1186 (f)

801-253-2895 (c)

#### **Comment 11**

Thank you all for the information presented today on WIOA. I have had the opportunity to work with Yvette and her team previously and their partnership in helping us with our workforce has been phenomenal. I look forward to what you will do together for our Utah population. Brenda

Brenda Voisard, Ph.D.

Central Region Hospitals Career Development Manager

LDS Hospital Human Resources

8th Avenue and C Street

Salt Lake City, UT 84143

Office: 801.408-3016 | Cell: 801.703-4967

brenda.voisard@imail.org

#### **Town Hall Meetings**

**February 10, 2016**

#### **Price, Utah**

Question1: When serving individuals with special equipment needs, what is the pathway?

Response: The plan will address these issues.

Question 2: How is this program going to enhance current GOED programs?

Response: GOED has representation on the State Workforce Development Board so they will be fully engaged.

Question 3: What kind assurance can be provided to employers when hiring ex-offenders and refugees so they don't have to worry about crimes considering applicants' backgrounds?

Response: The Department of Workforce Services offers bonding.

Question 4: What changes are happening? What can be expected going forward?

Response: It is a four year plan so things will begin happening in July 2016. There will be opportunities to participate on workgroups and provide input to the plan.

Question 5: Vocational Rehabilitation, Adult Education and Workforce Services are all in different agencies. Will they be combined?

Response: No, that is not the intention of WIOA, it is to partner.

Question 6: This seems to be a new paradigm, a federal mandate to coordinate and enhance partnerships. Under the post-secondary section, what does enhanced post-secondary partnerships mean?

Response: This will be worked out among partners as we moved forward. Hopefully current initiatives that work well can be enhanced and gaps will be identified and addressed.

Question 7: Is this centralizing all agencies into one larger group? Will it take away from any local services?

Response: No. Hopefully the plan will enhance local services.

Question 8: Are the ways to measure success?

Response: This is a requirement of the plan.

Question 9: How will be people be referred to programs and services?

Response: Through the one-stop system.

Question 10: Can they get more economic data for the eastern area of Utah?

Response: Yes, contact the Workforce Research & Analysis Division at DWS.

Question 11: How can USU and high ed in general become better coordinated and a better partner since there seems to be overlap in programs and services?

Response: Partner with us as we move forward with the plan.

Comment 12: There should be better connection and collaboration with USU for common youth customers. USU doesn't know how and whether youth have been served by partner agencies. USU

counselors would like more information so they can serve youth better and understand barriers/issues that agencies already understand.

**February 12, 2016**

**St. George, Utah**

Question 1: In 2014 RRCI received a TANF grant to provide program in school for soft skills (to promote self-determination so students can identify what's important for them). Sometimes with those who may have a disability are particularly in need of this type of skill development. The TANF grant is a 3 year grant. They have served 85 students in rural schools. Typically, it is a mentoring program where the High School graduates with disabilities under the age of 30 are delivering the curriculum. Outcomes have shown substantial Improvement. Barb's hope is to continue the partnership and in fact try to leverage the USOR 15% to serve that population. She also wants it on record they are still in need of Pre-employment support.

Response: USOR understands that employment may not happen right away. Previously they would hurry to get them into employment. Now looking at process in greater depth and taking more time and commitment. Excited to continue partnership.

Question 2: Is DSPD involved in this plan?

Response: We partner with many agencies under IGP and reduction duplication efforts including DSPD. There is proposed legislation for a statute for compliance. Human Service is partner on the workforce investment board.

Question 3: How does private industry help? Specifically ATC/tech programs like 'launch pad'. They take 10 HS students in a particular industry for mentoring/training. This could translate to veterans or others. We talk about UI as separate but they are in need. What can employers do?

Response: Build the launch pad bigger 'code school'. Awareness, willingness, return to the support system.

Question 4: He hires from the intern pool at launch pad. They mentor and grow and hire those individual. How do we get more grass roots from the bottom?

Response: Difficult to find interested employers. Mentor to other businesses: governor committee for people/disabilities. Business leadership network: form for sharing what's working. Standing committee for WDB: tangible elements comes down to communication about state offered programs.

Comment 1: JJS outreach program: Currently serving homeless with a TANF gran. They connect with families and try to provide resources and life skills to families. They currently receive referrals from SW, schools and private companies. Connect w/5 county and life skills. Help them help themselves. Know resources but need to get motivated to reach out.

Response: The structure of the plan will focus on creating better partnerships and making sure all parties are represented. As we stand right now, employers are unaware of services available.

**February 17, 2016**

**Ogden, Utah**

Comment 1: Hill Air Force Base (HAFB), has been networking with 60 manufacturing companies. She explained there are 60 to 70 manufacturing companies in Northern Utah. She would like the plan information to be shared with them. She would like to formulate a message for the community about the direction and impact of the WIOA Plan.

Response: Please review the plan / summary and send feedback on recommendations on how to organize and support the plan. Joyce Peters will review and provide feedback to the specified email address.

Question 1: Will there be a regional perspective to handle the plan?

Question 2: Where would DWS like Weber State to "sit" to represent?

Question 3: How will DWS work to incorporate other educational institutions who would be key players and of value to the effort?

Response: Once the implementation piece is started the goal will be to work with the community to take the plan and collaborate to identify ways of doing things better and it will bring everyone together around the table.

Comment 2: Clearfield Job Corps, commented on having really good support from the ATCs. As Job Corps is a federally funded program he would like the program to be used to serve Utah youth. They would like to find the young adults in Utah so they can serve the Utah kids rather than serving out of state kids.

Response: DWS and Clearfield Job Corps have done a good job with serving youth in the Clearfield area. Currently, DWS is striving to implement the same process consistently across the state for youth.

Question 2: What would the pathway look like for an adult to get on the path to services with the WIOA Plan?

Response: The needs of the client would be met whether they are 18 or 80. They will want to help them move forward to become a fully functioning adult. They will identify what assistance they need and move forward to assist that customer. They will work to identify partners, review career pathways and everyone will be invited to the table to develop the process. Kim Bartel explained they are working to identify partners and review the career pathways as that is the other area we want to work on and we will be inviting everyone to the table to develop the process.

Question 3: Will there be one employment counselor to serve the customer or how that will work so customers don't drop through the cracks or have to go to multiple departments for services?

Response: The case managers will be talking to other case managers to resolve issues. Hopefully, it will be a one stop center to connect clients to partners. Clients will have a single point of contact who will oversee where the customer is being served. Each Department will have a worker who will make the calls and do the follow-up to ensure we are working together to help the workers coordinate together to know how the collaboration piece is working. Those individuals will be responsible for forming a team so they can serve the customer.

Question 4: How will they be working to get feedback from the workers to ensure they feel they aren't just inundated with meetings and don't have the time to serve the customer?

Response: Time will be taken to develop the workgroups on how to sustain the administrative processes. They will be looking at implementation / strategies, the resources available and asking for feedback on how to make it a seamless process so it all works together.

Comment 3: Suggestion to use a data base as it would be a great clearing house.

Response: It would be good to work on the development of an effective database. This would take a few years but it may be good information to have.

Question 5: How will the information be made accessible to the chamber and community?

Response: Please read the plan and offer feedback about the communication.

Question 6: What is the timeline on what happens next?

Response: Public comment is open until February 26<sup>th</sup>. The state plan will be finished. The federal plan will be submitted in March. Implementation would begin on July 1, 2016.

Question 7: The stackable credentials are a good idea. What can we do to make the DATC a workable piece of the plan? We are partners on paper but we want to be more than that.

Response: This is a good time to review short comings and where we can start within this plan. Identify what is working, what is not and offer feedback. Ginger will provide her feedback to the email address provided. The plan will be innovative and used to identify how to reach the most at risk population in the state of Utah.

Comment 4: Employers were thanked for their time and support of the WIOA plan. If there is a piece that the employers want to work with and support (i.e. apprenticeships) they can offer feedback. We can be proud we are from the State of Utah because there are many formed partnerships. The next step is to grow and add the pieces to become innovative to support the plan.

Comment 5: At the close of the meeting, all in attendance were thanked for their time and contributions. Attendees with questions beyond the information provided, were encouraged to email: [dws\\_trainingproviders@utah.gov](mailto:dws_trainingproviders@utah.gov)

## **February 19, 2016**

### **Salt Lake City, Utah**

Question 1: Interested in the two generational approach to poverty. How do we make sure that the WIOA plan has the two generational approach? Such as childcare for those attending school.

Ability to support individuals year round and collaborate among agencies and programs.

Make sure that education is also a focus, not just on employment since education is a gateway to more opportunities.

Response: The Office of Childcare is housed within DWS and the department is engaged with the Intergenerational Poverty project. The youngest that Adult Ed could take would be 16. VR can work with youth as young as 14.



Comment 1: Partnerships with business and industries and interest from employers.

Response: There is interest from employers. Mentioned current boards and committees as well as some of the initiative from the Governor's office. Also, shared the CTE component that was involved in the plan. Adult Ed has incorporated that those programs that will be supported are those that focus on the economic needs of the area. Intent of Adult Ed is to have individuals then go on to post-secondary training of some type. As part of the plans they will be required to get information from employers in the area.

Comment 2: Heard feedback that apprenticeship is not doing well in Utah. Have apprenticeships as an element that can be focused on.

Response: As part of the plan apprenticeships are being explored as well as internship opportunities. Employers are heavily involved with their feedback on policy. There are certain committees that report to the state board including one that is working on apprenticeships.

Question 2: What does the intake and assessment process look like? Guidance Counseling

Response. Looking at trying to make a common intake among programs and agencies. Some of the systems communicate such as VR and DWS systems so that they can see some of that info among programs. Helps to ensure a wrap-around approach. Ensures that we are focusing on the individual's needs. Collaborating across agencies to try and work together. May have a portal or some way that we can better share the information among each other. We are actively working to share data and find ways to improve how we do that today and in the future.

Question 3: 75% of funding for Out of School Youth. Funding for Title I schools? What are the plans to spend this funding due to those changes?

Response: Clarification that it was just that the emphasis under WIOA Youth is that 75% be spent on out of school youth, funding isn't going to any other organizations. This is an area we would like more input of ways that we can engage the out of school youth and how we can better spend funds on these youth. We already have a lot of great things in place in the state and as part of this we are trying to ensure that we all know about the varying programs and service are aware of each other. They have a focus on their in school youth having career exploration. This is a great way that we have been able to partner together to ensure that together as a state we are meeting the needs.

Comment 3: Easter Seals shared that they have a program with one of those ways that funding can be spent on OSY.

Question 4: What are you most excited about with the changes and what are some things we should be aware of?

Response: Excited about the changes for the youth. Looking at how we can better serve those youth that are in school and how to better help them transition into an adult life. Challenges will be ensuring that we are meeting the needs of individuals and not just something that we are doing to meet the requirements of the law. It is helpful to constantly look back and see how we are meeting the needs of all parties. Ensuring that Adult Ed is providing the needed services. Now with the changes we need to ensure that our services have a training and job readiness component. That is a challenge but something that we can work together to achieve.

They will need to have what a next step is whether that be post-secondary degree or some type of certification. They won't just be there for a HS degree but to get some job training and increase their earning potentials. We will work on the plan and be able to revamp it over the next couple of years. An enhanced effort between the stakeholders to ensure progress and success with the plan to work for Utah and for the customers. The partnering piece is exciting and addresses needs in the workforce and goals for the participants as training will also be about how to get the job you want.

Question 5: Have there been thoughts of a combined plan that also incorporates other agencies such as Dept. of Health to ensure that the needs of individuals are being met and that this two generation approach are on the forefront.

Response: The unified plan is a step in that direction, starting with the core and required partners, a large group already. We are expected to partner with other agencies, too. Shared the core partners listed in the plan. K-12 side is also on board for their components. When you look at the statewide boards and committees there are heads and involvements from many of the agencies mentioned. If you are seeing that there may be omissions in the plan of areas that we aren't listing partners, share that feedback and we can incorporate. They may not be a required partner but we still work together and partner. Also there are partnerships in UI that aren't necessarily in the WIOA side. There are some partnerships that we are working out. As part of the plan, we have the ability to add other partners that we see a need for. That plan will develop.

Question 6: How many people will this add to our workforce and who will it impact?

Response: Not sure of what that number would be. The goal is to build a better, more qualified workforce. It is intended to impact everyone that lives in Utah. Initiatives are being created based on the feedback from employers on what they need and aren't getting.

Question 7: What kind of information needs to be reported back to the Federal Partners? Will each agency decide what is reported?

Response: Each agency does have certain things that they are required to report. Things such as training completions and educational gains. The Governor does have the ability to withhold funding if we don't meet certain measures, All of the core partners need to look at the wages. Skill gain. How we serve employers. That is why we have the requirement to coordinate and work together. That is a positive but also a challenge to ensure that we are all working together to meet the goals and report.

Comment 4: Shared concerns about the plan and its accessibility to those with disabilities and their families.

Response: There is an executive summary and some bullet points. It is screen reader accessible but we can work on making it more screen reader accessible.

Comment 5: Suggested to have a power point or presentation that would be more easily understood at a simpler level. Offer the document in WORD. This would help with having a better and easier to follow.

Response: We can work on a presentation on how we take and share it with those specific populations and what impacts them the most. Getting feedback on this would be helpful.

Comment 6: Welcome to add public comments in person today or email in a comment. Public comment will be taken through the 26<sup>th</sup> of the month. Shared where the plan is on each agencies webpage and how to comment.

## **February 23, 2016: Salt Lake City, Utah**

Question 1: What is the technical integration between the organizations systems? How is the data shared and customers referred?

Response: Each organization has their own system that they use. Currently working on ways that we can share between our systems. There are agreements to share information between organizations. Under WIOA we are held to a common measures and working to gather information around those. Working on how relationships can be built from the ground level to the systems. Evaluating each other's application process.

There is information in the plan about how to integrate the data. Encouraged any thoughts or ideas to be shared via public comment. There are already some partnerships between VR and DWS where information is shared between systems. Really encourage staff in all organizations to work together.

VR and DWS have access to UTOPIA and we use similar tests, TABE.

Question 2: What other organizations are involved? Possibility to look at things such as IRS data. Ability to gather big data to see how strategies impact how a worker does business.

Response: Don't have the ability to share IRS data but we do have some data, such as wage data. As part of the new law, there will be information on the various organizations websites about training providers data. How a certain program is doing or their outcomes. This will tie into the data that we are required to report to the State and Feds. From this we will look at what are the good programs and where to put the money.

Also have access to UCAT and USHE. A more complete picture than just wage data.

There are core partners but there are required partners that we are working to gather data and look at the measures. Shared who those partners are as identified in the plan.

Question 3: What are you most excited about with the plan?

There are those things we are required to do but things that we are able to do and be more creative with. The age that we can start working with has dropped to 14 and ability to identify the youth earlier. Requirement that 15% of funding goes to pre-employment activities. Really focusing on career placement, etc. It compliments what DWS is doing for those that have dropped out of the school system as we are able to help those that are still in the school system. There are some new challenges of figuring out how to make things work. This has led to a lot of great creativity in figuring out how to do these things.

We have been able to really partner better to help utilize our partners and their strengths. It has required that we evaluate our programs to be more rigorous.

Most excited about the partnering piece and working to identify a better and more qualified workforce. Identifying a need and how we can get an individual to fill that need. Also, working with an

individual to see what they are interested in and good with. We were working before but it takes partnering to the next level.

Question 4: Does this create bigger caseloads and more backlogs? How are you going to be able to serve the additional people and is there money to do so?

Response: We are operating on an order of selection. With this unified state plan. Before we were collaborating as we are working together and collaborating together it provides the ability to partner and work together to share the cost of funding and provide a better outlook and projectory for the individual. This is a four-year plan, and we will be revisiting and re-evaluating over that time to work together and better integrate and partner with the other partners. It has broadened how we view customers and thinking about how we can work together and partnering to ensure that we are educating each other about those services.

There is never going to be enough funding to serve those who have a need but as we work together we can work to maximize the money available to try and serve as many as possible. Shared that there are areas that workgroups have been identified to look into how the needs can be filled. Look through and provide feedback on that and if you would like to be involved

Very important to hear and involve those that we are trying to serve on the boards and workgroups. There is an economic and workforce analysis in the plan. This helps to identify areas and ways that we can create a path to get into those fields.

Technology can help offload some of the services that can be done through a more cost effective way. What is the peer mentoring program

Part of the services required to offer to youth. Looking to get feedback about areas where we may have missed something.

With SWDB and the plan we are able to look at things as a whole.

The plan is really comprehensive. It serves everyone not just the underserved. This really helps to find the best fit in training programs for an individual

**February 24, 2016**

**Orem, Utah**

Question 1: Page 66 states that DWS will provide priority of services to adults, how does this align with youth and youth with disabilities?

Response: There has been a change of focus relative to expenditure level, money had not changed, but requirements how we spend it, now 75% required for out of school youth. Changed emphasis, complementary approach where we are partnering to capture services to youth across the board.

For in school youth, 15% of funding is for pre-employment and transition. We were collaborating with DWS to identify those youth and those options available to them. Counseling those youth on post-secondary opportunities and work based learning opportunities.

Question 2: Is the information on Page 66 just specific for that group for that pot of money? Youth is addressed for another pot of money?

Response: The plan is broken out by group served, please let us know if it is not clear.

Question 3: Page 68 data is quoted without any citation for the 2010-2011 drop-out rate for Utah at 1.5%. The actual drop-out rate is 7.6% based on other factors. She has the citation and the information for the rate she quoted.

Question 4: Page 81 emphasizes that DWS is committed to offering translating services for languages other than English. What services/materials are offered for the blind and deaf or hard of hearing?

Question 5: Page 146 lists member of the Workforce Development Board. Where is the representation for students with disabilities? Is the Superintendent the representation? There should be more representation of the board for those with disabilities.

Response: Additional board members can be added.

Question 6: Appendix 9, page 7 references CTE (Career and Technical Education) and adult education, where are the services to for K-12 student with disabilities mentioned?

Response: Each partner and program has a section that outlines their plans to work with each school district to identify their services. Vocational Rehabilitation sections talks about their goals and strategies, what they are doing to partner with Special Ed and their outreach efforts. There are many opportunities for those involved in Special Education to participate in the plan and to serve on the board.

Question 7: Comments submitted by email will be acknowledged?

Response: Yes!

Question 8: What is your vision of a good employer partner/company to partner with for this plan?

Response: Comes to the table with an open mind, able to reframe with option, job carving. Willing to provide internships, career exploration days. Wants the relationship to go both ways, VR is able to education their employees/hiring managers about hiring people with disabilities.

Employers will tell us what skill set they need their employees to have so we can train out students. They will tell us what kind of training they really need to the set up career pathways, internships, job shadowing, can help students to get a job.

Employer is willing to invest in their employees in the long term, bring in someone at entry level and through programs and partnerships with education, expand and grow and offer a career ladder. Those willing to support our targeting populations and willing to make a long term investment in them.

Question 9: Parents are still not familiar with resources even though we are partnering with schools. What is the plant for outreach and with USOE?

Response: This is a long standing challenge, we are always looking for opportunities to get the message out. People will hear the message if they want to hear it. We will continue to look for/find more creative ways to capture the audience. We would love to hear from local partners on how to increase/enhance message outreach.

We are already stepping up interaction with DWS, VR, USOE. Adult Education is much more aware of DWS and VR programs at a director level.

Focus on local level, do they know names, are they meeting together? We have common customers, are we sharing best practices, cross-training, cross-sharing? Those at the local level develop plans, collaborate.

Marketing and outreach may need to be described better in the plan? Shared vision with the schools is newer to us and we are excited about it and continue to develop it. If you are interested in helping us develop this, please let us know. This is an ongoing process. We went back to Washington DC recently and Utah is really on the forefront. Will still need local level partners to continue to provide feedback and steering.

Question 10: In reference to the question, how are you going to connect students with disabilities to this program?

Superintendent of Public Instruction, Sydnee Dickson stated that she will do her part to support the plan.

Please look through the appendix and table of contents with your skill set and give us some targeted feedback.

(2) DWS is the entity responsible for the disbursement of grant funds, as determined by the governor.

(3) DWS does and will continue to procure for youth services in accordance with federal and state guidance. DWS does not currently have any contracted providers and will not have any potential contracted providers until after the procurement process is established once the final WIOA regulations are provided.

## **e. Waiver Requests (optional)**

States wanting to request waivers as part of their Title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

- 1. Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;**
- 2. Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;**
- 3. Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;**
- 4. Describes how the waiver will align with the Department's policy priorities, such as:**

- A. supporting employer engagement;**
- B. connecting education and training strategies;**
- C. supporting work-based learning;**
- D. improving job and career results, and**
- E. other guidance issued by the Department.**

**5. Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and**

**6. Describes the process used to:**

- A. Monitor the progress in implementing the waiver;**
- B. Provide notice to any local board affected by the waiver;**
- C. Provide any local board affected by the waiver an opportunity to comment on the request;**
- D. Ensure meaningful public comment, including comment by business and organized labor, on the waiver.**
- E. Collect and report information about waiver outcomes in the State's WIOA Annual Report**

The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;

#### **(e) Waiver Requests**

##### **Request for Waiver - Providing ITAs to In-School WIOA Youth Participants**

Utah requests a waiver on the requirement of providing Individual Training Accounts (ITAs) to only Out of School youth ages 18-24 enrolled in the WIA/WIOA Youth program.

As per current WIOA Regulations: 681.550:

"In order to enhance individual participant choice in their education and training plans and provide flexibility to service providers, the Department allows WIOA ITAs for out of school youth, ages 18-24 using WIOA youth funds when appropriate."

While this allows flexibility for serving out-of-school youth through post-secondary training, it does not give Utah the flexibility to continue to serve those youth customers enrolled as in-school who are preparing to graduate and extend their educational goals into post-secondary opportunities.

As of February 4, 2016, Utah has 563 in-school youth customers and 513 out-of-school youth customers enrolled in the WIA/WIOA program. While the number of in-school youth will continue to decline as the goal to spend 75 percent of WIOA funds increases the number of out of school youth enrolled, DWS must continue to serve youth customers enrolled as an in-school youth and actively participating in educational activities past high school. Since July 1, 2015, DWS has enrolled 128 new in-school WIOA youth customers, and of those, 47 are customers are still enrolled in secondary

education. Once those customers graduate, they will need continued support through post-secondary educational activities in order to obtain the certificates needed to find employment.

If DWS is going to offer an adequate supply of workers to in-demand industry and occupations, it cannot include only those who are determined to be out of school as part of that supply. Utah needs a waiver to support those with post-secondary educational goals past high school. In-school youth deserve the same opportunities for support as those being served as out-of-school youth, and it would be a disservice to those in-school customers to not support them past their high school diploma or its equivalent. Although it has been recommended to close the enrollment of those in-school youth who graduate and then re-enroll them as an out of school youth for the purpose of assisting them with an ITA after age 18, this poses a risk that the customer may no longer be eligible under the new barrier requirements. It also prevents DWS from serving youth customers who graduate early (at 16 or 17 years of age) under an ITA, even if they are enrolled as an out of school youth once they earn their diploma.

Having to procure for Occupational Skills Training services for in-school youth would also create an unnecessary and undue burden on those providers who have already submitted the required information to be on Utah's Eligible Training Provider List. Because state schools and effective providers of post-secondary training have already been identified through the ETPL, having an additional process for procured providers for those in-school youth customers would create a duplication of effort for those providers that would not occur if those in-school youth wishing to access post-secondary training have access to the ETPL through an ITA. It has been difficult to encourage training providers to participate on the ETPL and the State has gone to great lengths to provide technical support and encouragement. This duplication and additional burden for providers could limit provider participation on the ETPL and in turn limit options for customer choice.

Because Utah already has an Eligible Training Provider List (ETPL) in place and an electronic way to pay providers for educational services offered, both in-school and out of school youth will be served adequately under this waiver.

Waiver Plan:

The waiver request format follows WIOA Regulations section 681.550

1. Statutory regulations to be waived: WIOA section 681.550
2. Describe actions the state has undertaken to remove state or local statutory or regulatory barriers:  
N/A
3. Waiver goals and measureable programmatic outcomes, if the waiver is granted:
  - Continue to serve the in-school youth already enrolled past high school completion through post-secondary training under an ITA

Continue to encourage education providers to remain current on the ETPL and provide technical assistance where needed to gather performance data that will help both in and out of school youth to receive services.

Make a gradual shift toward enrolling more out of school youth and using those funds to support other activities, such as work experiences, leadership development activities, and mentoring, along with training activities under ITAs



- Continue to monitor training completions and outcomes for both in and out of school youth to meet the federal requirements for training completions and job placements for youth.

4. Describe any individuals affected by the waiver:

- The effect of this waiver would be positive for both in-school and out of school youth customers who are enrolled, as both groups would be supported with WIOA funding while completing post-secondary training activities.

The effect of this waiver would also be positive for education providers on the ETPL as they will not be required to go through procurement in addition to the requirements of being on the ETPL. This will hopefully encourage providers to continue to be on the ETPL.

5. Describe the process used to:

a. Monitor the progress in implementing the waiver:

- Continue to review in-school enrollments and those accessing post-secondary education through an ITA to assess whether the waiver continues to be necessary.
- Review financial reports quarterly to ensure out of school youth expenditures are continuing to exceed the in-school expenditures in order to meet the goal of spending 75 percent of funds on out of school youth.

Biannual monitoring of providers available to youth on the ETPL to ensure there are options to foster customer choice.

- Make adjustments as necessary based on the number of in-school youth accessing ITAs and the amount of funds being spent on out of school youth.

b. Provide notice to any Local Board affected by the waiver: Consistent with the general waiver request, the state will adhere to the publication requirements to ensure the broadest participation possible, including appropriate partners and interested parties such as labor, community based partners, and the SWDB.

c. Provide any Local Board affected by the waiver with an opportunity to comment on the request: Utah is a single state and therefore no local board would be affected.

d. Ensure meaningful public comment, including comment by business and organized labor, on the waiver: DWS provides access to the waiver in order for businesses, organized labor, and the community to have an opportunity to make public comment on the waiver for a period of 30 days.

## **Title I-B Assurances**

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; **Yes**

2. The state has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; **Yes**
3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. **Yes**
4. The state established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). **Yes**
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. **Yes**
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the state consults with chief elected officials in local areas throughout the state in determining the distributions. **Yes**
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). **Yes**
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. **Yes**
9. If a State Workforce Development Board, department, or agency administers state laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. **Yes**
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. **Yes**
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); **Yes**

## **Program-Specific Requirements for Wagner-Peyser Program (Employment Services)**

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

### **A. Employment Service Professional Staff Development.**

## **1. Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.**

### **(a) Employment Service Professional Staff Development**

(1) Utah will utilize professional development activities for employment service staff to ensure staff is able to provide high-quality services to both job seekers and employers. DWS accomplishes this through:

- New and Incumbent Employee Training: A comprehensive core training for all new staff that utilizes a combination of in-person training and multimedia, including skills review assessment, follow-up activities and focused, targeted one-on-one support. In addition to core training, staff receives program-specific training and Just-in-Time training supporting implementation of policy, procedures and needed skills. Employees register and complete skills reviews for all training in DWS's Career Management System.
- Professional Development: Staff internally receives skills-based training, resource information, best-practice exchange and professional development opportunities.

## **2. Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance program, and the training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.**

(2) Utah provides training and awareness across core programs regarding the Unemployment Insurance Program (UI) by providing a comprehensive core training for all staff utilizing a combination of in-person and multi-media training, including skills review assessment, follow up activities and targeted one-on-one support. This training includes how to efficiently assist claimants with their UI claim filing and how to refer to UI staff for adjudication. Staff have access to UI law and policy manuals through our internal system, and UI changes are communicated or trained through a monthly training process. UI has many resource guides and lists that can be found on the DWS website. These are available to help individuals and those working in other programs to be aware of the UI guidelines. Integration between UWORKS and CUBS (the computer program used by UI) facilitates awareness.

Staff are trained to ask individuals who are in our one-stop centers if they were recently employed and the nature of their separation from employment. By asking this question staff are able to determine if applying for UI is appropriate and assist them in the process. They also have been trained on how to access trained UI staff to resolve and handle UI issues. One option is access to the UI Help Desk that is dedicated to supporting one-stop center staff who may call or email and receive immediate help with unemployment issues for specific cases or escalated situations. Another option is educating customers about the online chat feature available through the UI IVR system where customers can be immediately assisted during business hours.

## **B. Explain how the state will provide information and meaningful assistance to individuals requesting assistance in filing a claim**

## **for unemployment compensation through One-Stop centers, as required by WIOA as a career service.**

(b) Utah will provide information and meaningful assistance to individuals requesting assistance filing a claim for unemployment compensation through one-stop centers. Whether an individual contacts UI from home or from the one-stop center, they deserve the highest level of customer service. To ensure this level of service, UI has implemented an enhanced interactive voice response (IVR) system that provides:

- **Claim status:** Claimants accessing IVR are provided with their claim status at the beginning of their call, which helps resolve basic question calls and results in lower hold times
- **The option for callbacks:** When wait times are elevated, individuals have the option to choose a call back rather than waiting on the phone for a representative to become available.
- **More effective direction for calls:** Claimants and employers are directed to the same IVR tree with the distinction between benefits questions and contributions questions made at the beginning of the system, which decreases the number of misdirected calls
- **More effective direction for online chats:** Claimants and employers will be provided with portals to our online chat system at multiple places throughout the UI webpage, and the system is configured to direct them to the team that can assist them.
- **Help Desk assistance:** Individuals accessing services through the one-stop employment centers also have the option of contacting the UI division through the IVR system or online chat feature. UI also offers a Help Desk for staff at the employment center. An employment counselor can call a direct number for the UI Help Desk and be connected with a claims taker in less than 30 seconds to handle escalated situations.

## **C. Describe the state's strategy for providing reemployment assistance to Unemployment Insurance claimants and other unemployed individuals.**

**(c) Utah's strategy for providing reemployment assistance to UI claimants and other unemployed individuals involves:**

### **• Staff support**

o Employment centers operate throughout Utah. A primary goal of the one-stop delivery system is to serve as the anchor for a statewide workforce development system that effectively responds to the needs of employers, job seekers and the community. The one-stop system provides a comprehensive employment exchange network serving as the connecting point for employers and job seekers. An employment center provides direct services or referrals for services through partner agencies to meet customers' needs. Employment centers develop and maintain strong relationships with partner agencies in order to maintain efficiency and avoid duplication of services.

o DWS provides core curriculum and training to ensure that all employment center staff understand and adhere to federal, state and DWS policy and procedures. Employment center staff can readily access all policy and procedures online, or they can contact state and service-area program

specialists to ask questions or obtain policy and procedure clarifications. In addition, supervisors play a very important role in training staff on policy, procedures and local pathways.

- o DWS staff focus on the same overall goal of helping people obtain the services and support needed to find employment, regardless of which of the four key business processes they are responsible for: eligibility, employment exchange, employment counseling or unemployment insurance. Outcome targets ensure DWS achieves its goal of developing the workforce.

- o DWS information technology and online services staff continually evaluates the DWS website's usability and functionality to ensure all users are able to navigate this site.

### • **Unemployed individuals**

- o Individuals can access DWS services by visiting employment centers or by using DWS online services, which are accessible 24 hours a day, seven days a week. The website allows customers to enter résumés, search for job openings, learn about careers, access economic information, apply for training services, file for unemployment insurance benefits and find links to other useful resources. Additionally, customers may apply online for financial services, food stamps, child care, medical and other supportive service benefits.

- o DWS customers throughout the state can access the same level of service regardless of their location. DWS employment centers have a common appearance and feel, including signage. However, areas have flexibility in establishing pathways. Resources and local needs drive those pathways.

- o The Work Readiness Evaluation (WRE) was developed to help both job seekers and staff members have a focused approach for job preparation activities. WRE consists of evaluating a job seeker in specific areas: job-search techniques, résumé, master application, interviewing skills and professional image. Based on this evaluation, staff members can educate and provide resources to assist the job seeker to become well versed in the best practices in each of those areas. Ensuring quality and consistency is important, so validation criteria in each area provide the seeker and staff member with specific goals to work toward. The WRE is provided through mediated services or online.

### • **Employers**

- o Employers are able to access DWS services online 24 hours a day, seven days a week. Employers can enter job orders, search for qualified job seekers, access economic and wage information, report and pay quarterly taxes, enter New Hire Registry information and link to Utah's business websites in order to find useful information about starting and operating a successful business.

- o The information DWS provides to job seekers and all of the components of the WRE are continually reviewed with employers. This ensures DWS is effectively preparing job seekers to meet employer needs. Employers have responded positively and noted that applicants who have been assisted through this process are better prepared for interviews with a higher quality résumé and professionalism than other candidates who have not utilized this process.

One of the ways the state is providing reemployment assistance to UI claimants is through the Reemployment Services and Eligibility Assessment (RESEA) program. The RESEA program is a statewide program with support of UI claimants in 23 locations across the state. The RESEA program is entering its sixth year as an annual grant program. During the most recent grant period of

April to December 2015, the RESEA counselors have met with over 4,000 claimants for initial appointments and almost 2,000 for follow-up appointments. Claimants are chosen for the program based on a profiling score compiled when they first file for benefits, which identifies those “most likely to exhaust.”

The initial appointments typically last two hours, during which time the counselors:

- o Review labor-market information specific to the customer’s needs
- o Ensure that registration with the state jobs bank is completed
- o Provide an orientation to the one-stop services
- o Create an individualized reemployment plan
- o Review and assist with a job-ready résumé by appointment completion
- o Complete the Work Readiness Evaluation in UWORKS
- o Provide resources based on the individual customer’s needs, including a referral to training programs as appropriate
- o Refer customers to or schedule them for a variety of workshops
- o Assist with tools for networking and train on online resources
- o Provide mock interviews
- o Provide job referrals and contact employers on the customer’s behalf

In addition to the RESEA program, UI maintains a robust connection to labor-exchange services with our one-stop employment centers.

o All individuals who file for benefits, whether they are qualified or not, receive a resource document from the department. This is included with the Notice of Monetary Determination and also is available online at <http://jobs.utah.gov/ui/resources.html>. When an individual files, they also receive real-time labor market information regarding their selected occupation and available local job postings.

o Individuals who do not qualify for a work-search deferral are required to register for work within 10 days of filing an initial or additional/reopened claim. The registration process involves completing a profile on our labor-exchange system, completing an online assessment and completing anywhere from zero to five online workshops based on the outcome of the assessment. The online workshops cover topics such as networking skills, online job search, etc. More than 70 percent of UI claimants are referred to complete at least one of these workshops. Moreover, an average of 1,000 additional individuals voluntarily complete at least one of these workshops each month.

o The UI division also partners with WDD to offer targeted in-person workshops through our Reemployment Support System (RSS). Workshop presenters are able to select groups of individuals, and RESEA counselors are able to refer specific individuals to attend. Claimants who fail to report as scheduled without good cause are automatically denied UI benefits. This program is

offered statewide, with an average of 710 individuals referred each month. RESEA referrals constitute approximately 13 percent of this number.

o Employment counselors in WDD also conduct targeted outreach to UI claimants who self-identify as veterans and to UI claimants who have only four weeks remaining on their claim. This is one more tool to connect UI claimants with resources available through our employment centers across the state. UI is collaborating with WDD to develop measurable outcomes for these outreach initiatives.

## **D. Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate, including the following:**

### **1. Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;**

**(d) Utah will use Wagner-Peyser funds to support UI claimants and the communication between W-P and UI as appropriate, including the following:**

(1) Coordination of and provision of labor-exchange services for UI claimants as required by the Wagner-Peyser Act: On the DWS website, claimants can sign into their accounts and see the status of their unemployment claim. The same page contains a link to search for work, where they can enter keywords to search for jobs. They are able to set parameters as to what county they want to search in and also how many miles from a certain ZIP code. In addition, a labor-market link shows the wages of different occupations and the type of degree needed for those occupations. They are also able to inquire about how many job openings are available in Utah each year for a particular occupation.

### **2. Registration of UI claimants with the State's employment service if required by State law;**

(2) Registration of UI claimants with Utah's employment service: Individuals that do not qualify for a work-search deferral are required to register for work within 10 days of filing an initial or additional/reopened claim. The registration process involves completing a profile on our labor-exchange system, completing an online assessment, and completing anywhere from zero to five online workshops based on the outcome of the assessment.

### **3. Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and**

(3) Administration of the work test for Utah's unemployment compensation system: Individuals who do not qualify for a work-search deferral are required to register for work within 10 days of filing an initial or additional/reopened claim. The registration process involves completing a profile on UWORKS, completing an online assessment, and completing anywhere from zero to five online workshops based on the outcome of the assessment. They are required to search for work and make at least four job contacts per week. An eligibility team randomly reviews the work-search

contacts to ensure claimants are making a proper work search and create eligibility issues if they are not meeting the work-search requirements. These issues could result in a denial of benefits. The UI division also partners with WDD to offer targeted in-person workshops through RSS. Workshop presenters select groups of individuals, and RESEA counselors refer individuals to attend. Counselors in WDD conduct targeted outreach to UI claimants who self-identify as veterans and to UI claimants who have only four weeks remaining on their claim. This is one more tool to connect UI claimants with resources available through our employment centers across the state.

#### **4. Provision of referrals to and application assistance for training and education programs and resources.**

(4) Provision of referrals to and application assistance for training and education programs and resources: On <http://jobs.utah.gov>, individuals can find information on training resources, eligible training providers, DWS-funded training programs and alternative funding. They can also apply for training services online or in person at a local DWS office and may be referred to training programs during the course of a RESEA appointment.

DWS provides information and workshops focused primarily on “How to get the job you want,” which expands beyond traditional résumé and interview skills development into: (1) articulating how an individual’s skills align with job requirements, and (2) capitalizing on non-professional experiences to demonstrate leadership, organization, time management, communication skills, etc.

### **E. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include--**

#### **1. Assessment of Need**

Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

##### **Assessment of Need**

The Utah agriculture industry continues to trend upward year over year. There are three industry subsectors of crop production, animal production, and agricultural support activities that reflect this growth.

The crop production subsector showed an increase in average covered employment of 9.8 percent, from 1,773 in 2013 to 1,947 in 2014. This growth can be attributed to a moderate amount of moisture and a natural increase in the number of employers during the 2014 growing seasons. Increased employment was also seen in the addition of a year-round operating tomato processing plant and farm in Mona, Utah. This subsector paid \$49,141,224 in covered wages in 2014, up 18.3 percent from 2013, and also showed an average 13.6 percent increase in the available quarter-over-quarter data for calendar year 2015.

The animal production subsector is the best performing subsector within the agricultural industry. The 2014 calendar year adds to a pattern of more than 13 years of covered employment growth in



employment and wages alike. This sustained pattern of growth is better understood by recognizing the programs available for those interested in starting a livestock or animal production outfit, which lower barriers to entry into the industry. A large percentage of Utah land is federally owned and available to lease for livestock range rather than crop production, further supporting the success of this subsector. Covered employment increased 2.6 percent from 2013 to 2,560 workers and paid \$79,737,497 in covered wages, up 5.3 percent from 2013.

Finally, the agriculture support activity subsector continues into its 10th year of growth increases. Though the smallest of the three subsectors, covered employment grew from 478 in 2013 to 514 in 2014, an increase of 7.5 percent, and covered wages were \$18,389,542 in 2014, showing an increase of 16.4 percent.

**a. An assessment of the agricultural activity in the State means: 1) identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State.**

a. The Utah Department of Agriculture reported the top five labor intensive crops are sweet cherries, peppers, peaches, apples, and cherry tomatoes. The United States Department of Agriculture reports that the top five agricultural commodities for Utah in 2014 were cattle and calves, dairy products, hay, hogs, and greenhouse/nursery. The top five Utah agricultural exports for 2014 were other plant products, other animal products, dairy products, pork, and feeds and fodder. The top five agricultural counties as of 2012 were Beaver County, Utah County, Millard County, Box Elder County and Sanpete County.

Overall it is expected that the agriculture industry will continue its growth throughout 2014. The animal products and agriculture support activities subsectors are projected to continue their growth, and the crop products subsector is projected to grow as well, thanks to the recent increase in moisture through the fall, winter and early spring.

Employment has been the general need of both the employer and the farmworker. There have been reports of a labor shortage in areas such as the orchard sector. This has been shown in the decrease of available labor supply and migrant and seasonal farmworkers (MSFWs) as Utah closes in on a natural rate of unemployment in the mid-3 percent range. The employment needs of current job seekers are predicated through the seasonality of farm work. Once a typical position's season comes to a conclusion, the labor force moves through word of mouth to the next available position. The ebbs and flows of the labor force through these seasons have caused the aforementioned labor shortages in some areas.

**b. An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data**

**sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.**

(b) On the Federal PY2014 Q4 ETA 9002A, DWS reported 118 bona fide MSFWs in the State of Utah, with 408 job orders posted and 3,500 referrals made on those positions. Department of Workforce Services' system shows the number of Migrant Seasonal Farmworkers at 34 during peak season and 16 during low season. The majority of the MSFWs hail from Mexico and Peru, with Honduras, Guatemala and Thailand as secondary countries. The languages spoken by this population are predominately English and Spanish; Thai, Burmese and Chinese are secondary languages. The workers that fit the WIOA definition for MSFW are predominantly migrant with a presence in Utah for seasonal work. The peak times are September thru February and March thru June. Other farmworkers captured by the USDA's census of agriculture are domestic workers.

## **2. Outreach Activities**

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

### **(2) Outreach Activities**

The local offices' outreach activities must be designed to meet the needs of MSFWs in the state and to locate and contact MSFWs who are not being reached through normal intake activities. The state agency has several proposed strategies for outreach detailed below.

#### **A. Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.**

(A) The Utah SWA has many ways to contact farmworkers who are not being reached by the normal intake activities conducted by the employment service offices. As mentioned above, DWS conducts outreach activities through two avenues: through a partnership with the Utah Migrant and Seasonal Farm Worker Coalition activities and through the efforts of DWS housing inspectors for the H-2A Foreign Labor Certification Program.

**B. Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.**

(B) The Coalition annually conducts three types of outreach events: farmworker appreciation days, farmworker appreciation dinners and outreach activities. Coalition members are invited to participate in each of the outreach events and can assist by posting and distributing marketing materials and helping on-site staff with the event.

**C. Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.**

(C) DWS has increased participation efforts by being actively involved in farmworker appreciation days and dinners. DWS service areas included active involvement within their service area plans to include the Coalition Outreach Events Calendar, a commitment of bilingual DWS staff to attend and participate in the events, and State Monitor Advocate (SMA) attendance to each event to host a booth and educate participants on the services offered by DWS up to and including the Unemployment Insurance (UI) program and the training on UI eligibility.

Outreach activities are conducted regularly to contact potential MSFW job seekers through participation in other MSFW service provider events as well as throughout the travels for H2A housing inspections, as most H2A employers share federal land leases with those employers that employ MSFWs. In addition to these outreach activities, DWS will look to start a job fair designed especially for the potential MSFWs in the State of Utah, which will increase registrations, awareness of the services provided through the agency, and placements.

**D. Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers.**

(D) DWS provides state merit staff outreach workers with many opportunities for professional development. Internally there are trainings as frequently as quarterly or bi-annually on new and innovative ways to work with all job seekers and employers served by the department. From system enhancements to new services offered, these trainings keep staff on the cutting edge of service provisions to the populations affected by DWS. Additionally, the department offers the yearly regional and national conferences that offer great opportunities for networking, learning vehicles for merit staff and relationship building with community and federal partners.

**E. Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.**

(E) The SMA and the manager of FTT, Utah's WIOA Title 1 Section 167 provider, meet weekly either in person or via telephone to coordinate services provided to employers and farmworkers. With regard to coordinating with community partners in both the public and private sectors, the MSFW coalition meets monthly. Within these meetings, needs and issues are identified in the agricultural community, fostering the leveraging of resources to meet the needs of stakeholders and the conversation of further recruiting additional partners to the coalition.

**3. Services provided to farmworkers and agricultural employers through the one-stop delivery system.**

Describe the State agency's proposed strategies for:

**(A) Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:**

- i. **How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;**
- ii. **How the State serves agricultural employers and how it intends to improve such services.**

### **(3) One-Stop Delivery**

Through the one-stop delivery system, Utah is able to provide employment, training and recruiting services to farmworkers and agricultural employers.

**(A)** Utah is able to provide the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system.

i. DWS offers a myriad of career services to all job seekers, including MSFWs, such as work-readiness activities, résumé preparation and printing, access to email accounts, employment exchange activities, review and referrals to job orders, workshops and career counseling. MSFWs who are unable to obtain employment through core services are referred to an employment counselor for career services that include assessments, employment plans and career counseling. As Weber and Utah counties have the highest populations of MSFWs, Futures Through Training and DWS have collaborated in an effort to streamline services and coordinate funds to best serve customers with training. Services are reviewed quarterly, and reports are prepared by the Utah Monitor Advocate at the state and economic service area levels to ensure that services provided to MSFWs are “qualitatively equivalent and quantitatively proportionate” compared to non-MSFW job seekers.

DWS is also committed to offering translation and interpreter services to non-English-speaking customers. DWS maintains a list of its employees who speak foreign languages and has a contract secured with an interpretation provider.

ii. How the state serves agricultural employers and how it intends to improve such services.

### **(B) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.**

**(B)** Throughout calendar year 2015 and moving forward, DWS and its community partners in agriculture have focused on creating a more robust marketing strategy. Recognizing the need to have a place where farmworkers and employers could visit that is contextualized, integrated and grounded in philosophy that pertains directly to them, the coalition created a dot-com website instead of a dot-gov. Additionally, with the advent of social media becoming a common vehicle for information and communication in the farmworker community, the coalition also created a Facebook page.

The website <https://getutahfarmjobs.com> provides a direct, live view of DWS's dot-gov website through the window of a dot-com. Through the use of a discrete marketing strategy, farmworkers can view available jobs in agriculture, apply for services offered in the one-stop center, obtain locations of the one-stop centers and directly access the ESS complaint system. Employers have the same access to post jobs and view and contact applicants that are registered for work. The website also offers information on each of the participating members of the coalition, what they provide to the agriculture community, and links to their individual websites and contact information. Lastly, though written in English, this website can be translated into over 50 different languages, including Spanish and Thai, the primary languages spoken by Utah's farmworkers.

The Utah Migrant and Seasonal Farmworker Coalition Facebook page is established as a community organization where interested parties can “like” to subscribe to updates in their Facebook feeds. This provides a dynamic landing page that includes information on upcoming events with the coalition and where members will be during outreach, links to key websites and information, and direct marketing of the services offered by the coalition. Though still in its infancy, Facebook is proving to be a viable marketing arena that DWS and FTT need to break into to gain access and awareness in the MSFW community.

In partnership with DWS, the Mexican consulate has created wallet cards clearly outlining farmworker labor and legal rights.. These cards are given out at each outreach opportunity along with education and training on how and when to use them. The SMA ensures that the correct posters are visible in areas of employment and that the farmworkers have a working knowledge of them.

### **(C) Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.**

**(C)** Agricultural employers are provided the same level of service as other employers, including public job recruitments listings, labor market information, interview space at local employment centers and assistance from local workforce development specialists.

For those agricultural employers who are unable to fill their labor needs through the recruitment of United States citizens and other eligible non-citizens, DWS is the H2A contractor. As such, DWS assists H2A employers with employee recruitment and in meeting the H2A program requirements. Utah's SMA handles this H2A recruitment. With a working knowledge of the various foreign labor certification programs and the Agricultural Recruitment System provided by DOL, the SMA can provide optimal solutions to employers to sufficiently meet their labor demand.

## **4. Other Requirements**

### **(A) Collaboration**

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

### **(4) Other Requirements**

**(A)** DWS has an agreement with its NFJP grantee Futures Through Training through Utah's one-stop MOU. Collaboration has increased in the past four years based on this very agreement. DWS's Management Information Systems (MIS) department exchanges wage information with FTT in order to validate employment data for NFJP participants. As mentioned above, collaboration occurs weekly between the SMA and NFJP grantee and monthly during coalition meetings with community partners. As issues are identified in coalition meetings and other areas of outreach that cannot be addressed by the participants at the table, it is determined who has the resources available to handle said issues, thus creating new partnerships.

### **(B) Review and Public Comment.**

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

**(B)** The Utah SWA has provided a copy of this final proposed AOP for review and public comment to all of the MSFW coalition members and its community partners, with those agencies listed below:

- Futures Through Training (Utah's NFJP Grantee)
- The Mexican Consulate
- Association for Utah Community Health
- Utah's Migrant Community Health
- Jordan School District
- Centro De La Familia of Utah
- Utah Legal Services
- Pregnancy Risk Line; Mother To Baby Utah
- Community Health Centers of Utah
- Utah Farm Bureau
- AgAbility of Utah

All of the above agencies are active community members in the Utah Migrant and Seasonal Farmworker Coalition and MSFW outreach efforts. During public comment time period, no comments were received by the department.

### **(C) Data Assessment.**

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

**(C) Data Assessment:** Across the previous four years, Utah has consistently met three of five Equity Ratio Indicators on its quarterly ETA 9002 report. Those indicators are “Referred to Jobs,” “Referred to Support Service,” and “Career Guidance.” The other indicators that were not met are based solely on traffic flow into the one-stop centers; the data is biased toward non-MSFW job seekers being the main visitors to the local offices. The population density of MSFWs in the State of Utah is concentrated, and travel to a one-stop center is not feasible for a day’s travel. Therefore, staff-assisted services and job development, both of which are the equity indicators usually missed, are provided in the field during outreach and/or through DWS’s online self-service system, should MSFWs decide to register as job seekers.

## **(D) Assessment of progress**

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

**(D) Assessment of Progress:** The previous AOP outlined the following goals: revamp the self-service registration piece for MSFWs in order to more accurately capture the population of those actively seeking employment, including a validation piece by adding a pop-up box to the MSFW question requesting most recent employer and dates of employment to verify the individual is a bona fide MSFW per the NFJP definitions; and fill at least one percent of the agricultural job orders placed with the SWA.

Bear in mind that in order to record a formal placement on a job order and/or opening, DWS must post that position, refer a job seeker with the MSFW demarcation to that position, and have the employer formally notify the agency that they hired the referred individual. Consequently, the incompleteness of this process potentially yields fewer placements. The Department has increased efforts to work with employers in considering referrals made by DWS and following up on the potential placement of those individuals. As a result, DWS was able to average at least a 40 percent placement rate quarter over quarter.

Before making changes to the self-service registration within DWS’s labor exchange, Utah was ranked top 14 in the MSFW population, labeling it as a significant state. During that time it was reported that there were 1,755 MSFWs actively looking for employment. It was found that there was no clarification or definition around the three questions in place on the seeker self-registration page. With a clearly defined question in place, a 12-month expiration date on the registration, and a validation measure in the back end, DWS was able to accurately report 118 MSFWs actively looking for employment on its last 9002A LEARS report.

## **(E) State Monitor Advocate**

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

**(E) The Utah Monitor Advocate,** as an employee of DWS, was responsible for the compilation of this 2015 Utah Agricultural Outreach Plan. Consequently, this Outreach Plan has been reviewed and approved by the Monitor Advocate. DWS will afford all coalition members the opportunity to review and comment on this plan as required during the 30-day comment period of the Unified State Plan.

## **F. Wagner-Peyser Assurances**

The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); **No**
2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; **No**
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and **No**
4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. **No**

## **Program-Specific Requirements for Adult Education and Family Literacy Act Programs**

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

### **A. Aligning of Content Standards**

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

#### **(a) Aligning of Content Standards**

Utah will, by July 1, 2016, align adult education content standards with the state-adopted challenging academic content standards adopted under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended [20 U.S.C. 6311(b)(1)]. The Utah State Office of Education, Adult Education Department is governed by Board Rule R-277-733 - Adult Education which can be viewed online at <http://www.rules.utah.gov/publicat/code/r277/r277-733.htm> and Board Rule R277- 735 Corrections Education, which is online at <http://www.rules.utah.gov/publicat/code/r277/r277-735.htm>.

Adult Education Board Rules require adult education programs offering Adult Basic Education (ABE) and Adult High School Completion (AHSC) curriculum to follow Utah Core Standards infused with OCTAE-developed College and Career Readiness Standards as the basis for instruction leading to an Adult Education Secondary Diploma. Staff teaching courses leading to an Adult Education Secondary Diploma must be licensed as defined in Board Rule R277-733-4-I-J. Adult education programs are monitored on a rotation schedule whereby curricula are reviewed regularly by the monitoring team for compliance.

Adult Education-funded community-based organizations (CBO) offering English language instruction to non-native learners are required to ensure that curricula is aligned to OCATE College and Career Readiness Standards at a minimum in Language Arts and Math. CBOs are to employ Teachers of



English to Speakers of Other Languages (TESOL)-certified instructors. Persons with a K-12 English for Speakers of Other Languages (ESOL) endorsement may be considered for employment to provide ELL services. Non-licensed persons may teach under the supervision of licensed staff as defined under Board Rule R277-733-4-J-L. Instructors employed in school district adult education programs are required to follow the hiring practices of the local school district.

## **B. Local Activities**

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

### **Adult Education and Literacy Activities (Section 203 of WIOA)**

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
  1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
  2. Is for the purpose of educational and career advancement.

#### **(b) Local Activities**

Utah will fund eligible providers to establish or operate programs that provide adult education and literacy activities. Adult Education AEFLA funds will be completed by Spring 2017. Grants will be awarded July 1, 2017, based on a competitive application process following the 13 guidance points outlined in section 231(e). By design, as a Utah State Office of Education (USOE) state requirement, it is intended that funds will be competed regionally to meet the educational needs of those most at risk within each economic area. Sub-state economic and employment data will be considered in determining the percentage of funding available to compete within each area. Program awards will be made on the basis of the program's application merit as measured on a scoring rubric. The final decision for funding rests with the USOE Adult Education leadership.

### **Adult Education and Literacy Activities (Section 203 of WIOA)**

The Utah State Board of Education - Student Advocacy Services Adult Education Services awards funds to qualified adult education programs based on the focus of grant applications defining the program's ability to meet the needs of the adult learner, who is 16 years of age or older and out of school, through literacy activities, including adult education, basic literacy, workplace adult education literacy activities, family literacy activities, English language activities, integration of English literacy and civics education, workforce preparation and/or integrated education and training. Program awards will be made on the basis of application merit as measured on a scoring rubric. Programs will compete for WIOA AEFLA awards to provide instruction to English Language Learners (ELL) for non-native speakers (note: the scope of ELL services will be increased to include basic English

literacy as well as instruction and guidance that leads the ELL student to attain a high-school diploma or its equivalent and transition to post-secondary and training programs or employment), Adult Basic Education (ABE) literacy services, and Adult Secondary Education/Adult High School Completion (ASE/AHSC) services to qualified individuals as defined in Title II of the Workforce Innovation Opportunity Act. All programs are expected to infuse civics education within the context of offered coursework. Instruction provided should be contextualized and designed to focus on career opportunities defined within the regions.

Programs will be expected to:

- Define how workforce preparation is incorporated within their curriculum
- Define the strategies/processes utilized to actively collaborate and transition adult education “completer students” to post-secondary and career training programs or to employment that will lead to a meaningful and self-sustaining career
- Ensure that students are afforded career pathways and appropriate services through collaboration and coordination of referrals between DWS and rehabilitation service providers

New Language: Utah will fund eligible providers to establish or operate programs that provide adult education and literacy activities. Adult Education AEFLA funds will be competed by Spring 2017. Grants will be awarded July 1, 2017, based on a competitive application process following the 13 guidance points outlined in section 231(e). By design, as a Utah State Office Board of Education (USBE) state requirement, it is intended that funds will be competed regionally to meet the educational needs of those most at risk within each economic area. Sub-state economic and employment data will be considered in determining the percentage of funding available to compete within each area. Program awards will be made on the basis of the application merit as measured on a scoring rubric. The USBE Adult Education leadership will review the applications and determine awards. Programs not funded will have the opportunity to appeal the USBE’s decision through the appeal hearing. Following the hearing an applicant may appeal to the Secretary of Education (defined in 34 CFR 76-401) for a final decision. Adult Education and Literacy Activities (Section 203 of WIOA) The Utah State Board of Education - Student Advocacy Services Adult Education Services awards funds to qualified adult education programs based on the focus of grant applications defining the program’s ability to meet the needs of the adult learner, who is 16 years of age or older and out of school, through literacy activities, including adult education, basic literacy, workplace adult education literacy activities, family literacy activities, English language activities, integration of English literacy and civics education, workforce preparation and/or integrated education and training. Applicants awards will be made on the basis of application merit as measured on a scoring rubric. Programs will compete for WIOA AEFLA awards to provide instruction to English Language Learners (ELL) for non-native speakers (note: the scope of ELL services will be increased to include basic English literacy as well as instruction and guidance that leads the ELL student to attain a high-school diploma or its equivalent and transition to post-secondary and training programs or employment), Adult Basic Education (ABE) literacy services, and Adult Secondary Education/Adult High School Completion (ASE/AHSC) services to qualified individuals as defined in Title II of the Workforce Innovation Opportunity Act. All programs are expected to infuse civics education within the context of offered coursework. Instruction provided should be contextualized and designed to focus on career opportunities defined within the regions. Funded Programs will be expected to:

- Define how workforce preparation is incorporated within their curriculum
- Define the strategies/processes utilized to actively collaborate and transition adult education “completer students” to post-secondary and career training programs or to employment that will lead to a meaningful and self-sustaining career
- Ensure that students are afforded career pathways and

appropriate services through collaboration and coordination of referrals between DWS and rehabilitation service providers.

New Language: Special Rule Each eligible agency awarded a grant or contract under this section shall not use any funds for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals. In addition to the above Utah will make available funds to concurrently blend adult education and literacy activities into strong partnerships with the other partners through increasing the integration of instruction into regional high demand occupations that are identified by DWS. As appropriate, programs will partner directly with their local training or post-secondary institution to encourage student transition through the use of transition coaches or counselors. Applicants that are funded are expected to infuse Utah's College and Career Readiness Standards into instruction. Utah has spent the past two years in establishing transition plans and bridges for students to access post-secondary and training programs. This activity will be strengthened by providing direct funding to applicants to integrate workforce preparation activities into all adult education, literacy and English language instructional activities. For the ELL population, a strong emphasis on English literacy and civics instruction will include concurrent and contextualized workforce preparation activities in combination with support from DWS to ensure successful integrated education and training offerings that may be available through Title I funding. Additionally, the application process will give greater emphasis and awarding of funds (funding rubric) to programs who define how they will infuse English language acquisition, basic education or high school completion into career pathway implementation by direct partnerships with DWS and Vocational Rehabilitation to deliver instruction concurrently in partnership with local employers) or in a pilot location that involves one or more partner programs focused on providing family literacy or workplace learning to improve parent English or basic literacy skills through educational partnerships. If an applicant applies for funding to provide Family Literacy they would be expected to not work in isolation but to work in partnership with a local Head Start or early education partnership in addition to DWS ensuring that the adults are able to meet their educational and employment needs. Funded applicants can no longer offer services that are splintered and in silos but rather services must be infused in a career pathway defined for each student. Applicants may also receive priority funding for identifying at least one high demand employment opportunity within their region and defining how they will provide adult education services (basic skills, ELL and civics education and high school completion services, workforce preparation activities) meeting the needs of the employer and the local community to increase the skill levels of the employee.

## **Special Rule**

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

## **C. Corrections Education and other Education of Institutionalized Individuals**

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

- a. Adult education and literacy activities;
- b. Special education, as determined by the eligible agency;
- c. Secondary school credit;
- d. Integrated education and training;
- e. Career pathways;
- f. Concurrent enrollment;
- g. Peer tutoring; and
- h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

### **(c) Corrections Education and Other Education of Institutionalized Individuals**

Utah will establish and operate programs under Section 225 of WIOA for corrections education and education for other institutionalized individuals. Priority of service will be given to individuals who are likely to leave the correctional institution within five years of participating in the program. Funds (10 percent of the allowable 82.5 percent) will be part of the competed for funding opportunities in Spring 2017.

Utah will award the base amount allowed under WIOA through a competitive process to school-district educational providers responsible for educational services to state offenders in correctional facilities and jails housed in their district boundaries as well as to other agencies responsible for education services to persons in other institutional settings. Grant awards will be awarded on the basis of application merit as measured on a USOE-defined scoring rubric. The final decision will rest with the USOE Student Advocacy Services Adult Education leadership. Adult education programs will be funded based on the focus of grant applications defining the program's ability to meet the needs of the adult learner 16 years of age or older by providing literacy activities, including adult education (including high-school completion), basic literacy, special education services to qualified youth, integration of English literacy and civics education, workforce preparation or integrated education and training. Programs awarded funds will be expected to infuse civics education within the context of offered coursework.

Correctional education programs applying for funding must define how funding will be used to meet the educational needs of offenders who are within five years of leaving an institution. Instruction provided should be contextualized and designed to focus on the transition of reentering society. Programs will be expected to define how workforce preparation is incorporated within the curriculum as well as the strategies/processes actively being utilized to transition the adult education "completer

student” to post-secondary and career-training programs or to employment within the institutions and that, upon reentry, will lead to a meaningful employment and a self-sustaining career.

Adult Education corrections programs awarded funding shall actively engage with Department of Corrections staff and programming officers to ensure offenders who have been or are involved in education and are scheduled for release are actively engaged in ASCENT (Achieving Success through Collaborative Engagement and Navigated Transition) services at release and at post-release. Adult Education correction program staff members are expected to partner with the Department of Corrections, DWS and Vocational Rehabilitation (VR) in the ASCENT initiative, as defined by the Utah Defendant Offender Workforce Development Task Force (UDOWD) vision for transition and release processes designed to reduce offender recidivism. UDOWD focuses on employment for released offenders and has been recognized nationally for its impact on reducing recidivism through effective collaboration of federal, state, community and business/employment partners. Adult Education state leadership staff will actively be a part of UDOWD coordination and collaboration efforts and initiatives. Adult Education should have a representative serving on UDOWD by Fall 2016.

The ASCENT program, based on the Transition from Prison to Community (TPC) model of the National Institute of Corrections (NIC), brings federal, state, local, advocacy and faith-based agencies and organizations together to improve transitional and reentry services for offenders leaving the prison and/or jail systems. The ASCENT program supports current prison reform and evidence-based judicial system improvements in Utah. The overarching goals of ASCENT are for “all criminal justice involved clients /offenders, county, state or federal from intake through release to remain arrest free over the long haul, and to become competent and self-sufficient members of their community.” The ASCENT model assists jurisdictions in making systematic changes, including reductions in recidivism and victimization, as well as enhanced public safety and improved community life. The Adult Education correction program staff members will collaborate with transitional specialists located in the prisons and/or jails that focus on release and re-entry issues for offenders.

The Department of Corrections, DWS, VR and Adult Education will have identified staff members on each of four ASCENT committees:

- Community Support and Reintegration Reform
- Treatment and Victim Assistance
- Education and Employment
- Housing and Transportation

Staff members from each of the core partners are now being selected for the four targeted ASCENT committees and should be fully engaged by the end of January 2016.

New Language: Utah will establish and operate programs under Section 225 of WIOA for corrections education and education for other institutionalized individuals. Priority of service will be given to individuals who are likely to leave the correctional institution within five years of participating in the program. Funds (10 percent of the allowable 82.5 percent) will be competed for funding opportunities in Spring 2017 with funds being awarded by July 1, 2017. . Eligible providers of demonstrated effectiveness will have direct and equitable access to apply for Corrections Education and Other Education of Institutionalized Individuals grants to provide educational services in correctional facilities, county jails or other institutional settings. Utah will compete the funds using the same grant

application and application process being used for section 231 funds. Adult Education AEFLA funds will be competed Spring 2017. Grants will be awarded July 1, 2017, based on a competitive application process following the 13 guidance points outlined in section 231(e). Grant awards will be awarded on the basis of application merit as measured on a USBE defined scoring rubric. The final decision will rest with the USBE Student Advocacy Services Adult Education leadership. Applicants will be funded based on the focus of grant applications defining the program's ability to meet the needs of the adult learner 16 years of age or older by providing literacy activities, including adult education (including high-school completion), basic literacy, special education services to qualified youth, integration of English literacy and civics education, workforce preparation or integrated education and training. Programs awarded funds will be expected to infuse civics education within the context of offered coursework. Applicants applying for funding must define how funding will be used to meet the educational needs of offenders who are within five years of leaving an institution. Awarded funds are to be used to increase the number of incarcerated adults improving their basic skills, completing a secondary school credential, entering post-secondary education and training, or entering or retaining employment. Educational services offered may be provided by peer tutors who work under the direction of an adult educator. Instruction provided should be contextualized and designed to focus on the transition of reentering society. Programs will be expected to define how provided educational services will improve the offender's likelihood of successful reentry. This may include partnerships with post-secondary or training institutions so that they are co-teaching industry trades or certification programs within the facilities that DWS defines as marketable once the offender paroled; how adult education will partner with Corrections and access/partner with the pre-release team (ASCENT see below) ensuring the offender has a defined career pathway and resources once paroled. Adult Education corrections programs applicants awarded funding shall actively engage with Department of Corrections staff and programming officers to ensure offenders who have been or are involved in education and are scheduled for release are actively engaged in ASCENT (Achieving Success through Collaborative Engagement and Navigated Transition) services at release and at post-release. Adult Education correction program staff members are expected to partner with the Department of Corrections, DWS and Vocational Rehabilitation (VR) in the ASCENT initiative, as defined by the Utah Defendant Offender Workforce Development Task Force (UDOWD) vision for transition and release processes designed to reduce offender recidivism. UDOWD focuses on employment for released offenders and has been recognized nationally for its impact on reducing recidivism through effective collaboration of federal, state, community and business/employment partners. Adult Education state leadership staff will actively be a part of UDOWD coordination and collaboration efforts and initiatives. The ASCENT program, based on the Transition from Prison to Community (TPC) model of the National Institute of Corrections (NIC), brings federal, state, local, advocacy and faith-based agencies and organizations together to improve transitional and reentry services for offenders leaving the prison and/or jail systems. The ASCENT program supports current prison reform and evidence-based judicial system improvements in Utah. The overarching goals of ASCENT are for "all criminal justice involved clients /offenders, county, state or federal from intake through release to remain arrest free over the long haul, and to become competent and self-sufficient members of their community." The ASCENT model assists jurisdictions in making systematic changes, including reductions in recidivism and victimization, as well as enhanced public safety and improved community life. The Adult Education correction program staff members will collaborate with transitional specialists located in the prisons and/or jails that focus on release and re-entry issues for offenders. The Department of Corrections, DWS, VR and Adult Education will have identified staff members on each of four ASCENT committees: • Community Support and Reintegration Reform • Treatment and Victim Assistance • Education and Employment • Housing and Transportation Staff members from each of the core partners have been selected for the four targeted ASCENT committees.

## **D. Integrated English Literacy and Civics Education Program**

**1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.**

**(d) Integrated English Literacy and Civics Education Program**

Utah will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA for English language learners (ELL) who are qualified adults, including professionals with degrees and credentials in their native countries.

The Adult Education programs awarded funds by Utah will be expected to serve qualified students by:

- Incorporating an understanding of the American system of government, freedom, and the responsibilities of citizenship within ELL curriculum and instruction
- Preparing qualified ELL students to transition to employment and occupations that lead to economic self-sufficiency through partnerships with DWS, Vocational Rehabilitation, post-secondary and training programs
- Providing ELL services that include general career-readiness instruction related to employment and occupations
- Defining processes that will be implemented with partner agencies (DWS and Rehabilitation) to ensure that integrated education is focused on high-demand industry needs in the local economic area

New Language: (d) Integrated English Literacy and Civics Education Program Utah will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA for English language learners (ELL) who are qualified adults, including professionals with degrees and credentials in their native countries. Utah is requiring all eligible providers for sections 225, 231 and 243 to follow the same grant application process. Doing so ensures that all eligible providers have direct and equitable access to apply for grants. This process also ensures that the same grant announcement, application, and grant process is used by all potential applicants. The Adult Education programs awarded funds by Utah will be expected to serve qualified students by: • Incorporating an understanding of the American system of government, freedom, and the responsibilities of citizenship within ELL curriculum and instruction • Preparing qualified ELL students to transition to employment and occupations that lead to economic self-sufficiency through partnerships with DWS, Vocational Rehabilitation, post-secondary and training programs • Providing ELL services that include general career-readiness instruction related to employment and occupations • Defining processes that will be implemented with partner agencies (DWS and Rehabilitation) to ensure that integrated education is focused on high-demand industry needs in the local economic area.

**2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.**

Utah will fund an Integrated English Literacy and Civics Education program in accordance with the requirements of title II, subtitle C. Funds for this program will be competed for and distributed by Spring 2017 to qualified adult education ELL providers based on sub-state data supporting the most at-risk populations of ELL persons and the high-demand industry needs within the areas.

Utah will deliver the Integrated English Literacy and Civics Education program in combination with integrated education and training activities. It will be delivered as an instructional component in partnership with integrated education and training activities reinforcing the content of English literacy and civics classes, which include the history and structure of the U.S. government (i.e., the executive, legislative and judicial branches), the geographical history and current geopolitical structure of the country, the roles and responsibilities of the president, responsibilities of the White House, the U.S. legal and education systems, and how these roles and rights are carried out in the workplace and the community. These curriculum components are designed to guide students in becoming knowledgeable citizens and active community members.

English literacy and civics classes introduce students to civics-related content by providing them with opportunities to apply that knowledge in their daily work lives while building their English language and literacy skills. As English language learners gain confidence as language learners and as citizens with rights and responsibilities associated with success in the workplace and in-demand industries, they will achieve personal and professional growth and successes within the communities. Adult Education programs providing ELL services as appropriate will refer qualified adult education students to DWS and USOR for necessary services. DWS and USOR will reciprocate by referring potential students to Adult Education. Again, the intent of the English literacy and civics program will be not only to teach English to non-native speakers, assisting them in understanding civic rights and responsibilities, but also to work with partner agencies to place the learners in employment settings leading to self-sufficiency.

## **E. State Leadership**

### **1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.**

#### **(e) State Leadership**

The Utah State Office of Education (USOE) will utilize 12.5 percent of the AEFLA allocation for state leadership activities to:

- Investigate positive practices for improving teacher quality and retention
- Develop content and models for integrated education and training career pathways
- Work with programs and partners to integrate literacy and English language instruction with occupational skill training, including promoting linkages with employers

(1) By aligning Adult Education and literacy activities with core programs, the USOE Adult Education Services will implement the strategy in WIOA Section 102, including developing career pathways to provide access to employment and training services for individuals in adult education and literacy activities. Activities that support this alignment include:



- State and local area trainings with partner agencies where staff have the opportunity to interact and set the framework for partnerships, discussions and action in meeting the education and employment needs of customers.

- Funded programs defining how they are including College and Career Readiness Standards in career classes that are in line with local high-demand jobs as defined by economic data

- Monitoring programs for alignment of Adult Education secondary graduation standards with the Utah Core Standards in the areas of math, English and OCTAE College and Career Readiness (CCR) Standards

- Provide Adult Education program staff with trainings on components of <https://jobs.utah.gov> and <https://www.UtahFutures.org> with an emphasis on:

- o Career pathways, including but not limited to an understanding of occupational outlook, education requirements and wages in Utah

- o Post-secondary and technical training opportunities supporting in-demand occupations

(2) The USOE - Adult Education Services will develop high-quality professional development opportunities to improve the instruction provided pursuant to local activities required under Section 231 (b). This will include essential sections of reading instruction as such components relate to adults and instruction relates to the specific needs of adult learners. Instruction may be provided by volunteers or by paid staff and will include disseminating information about models and promising practices related to such programs. Program-specific professional development examples:

- The USOE - Adult Education Services continues to increase training opportunities with four emphases: ELL, reading, math and career pathways with career-infused curricula

- Programs are required to set aside a percentage of their budgets (state and AEFLA) to pay for staff attendance at trainings. Volunteers are always welcomed and encouraged to participate in trainings

- As a state staff we will:

- o Seek input from the programs as to their needs
  - o Continue to utilize LINCS and other literacy entities as a providers for training

- o Utilize local program staff as trainers
  - o Host or cohost a summer institute focused on the adult teacher and learner

- Disseminate information about models and promising practices

- o Utah will continue offering Adult Education training utilizing both national and state trainers

- o Programs releasing staff for training will define what their expectations are as a result of training and how they will implement and maintain the training learned

- o Training delivery options utilized include web meetings, self-paced online training, and in-person training

- Other professional development
  - o MIS (UTopia) training with partner agencies (DWS, USOR and the Department of Corrections) to assure understanding and live access to student-level data for common clients

- o Continue developing UTopia-based reports that meet the needs of providers and partner agencies

- o Ongoing data training and program monitoring with program directors, analyzing data, outcomes and implications for changes in academic programming at the local level with an emphasis of meeting state and federal targets
- o BEST Literacy and BEST Plus training for new staff as needed

- o BEST Plus recalibration training
- o TABE assessment training (when the new TABE is released) (NOTE: assessments and assessment trainings will be changed as OCTAE releases new assessments and assessment standards in support of WIOA.)
- o Continue training with partners to ensure that mentor/counselor approaches to understanding available resources and referral and access processes are utilized, encouraging core partner common clients to access post-secondary and career training programs and to gain a better understanding of other resources that are available for qualified adults.

(3) Eligible providers of adult education and literacy activities receiving funding under title (3)(i) have a provision for technical assistance. This involves developing and disseminating instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate in reading, writing, speaking, mathematics, English language acquisition programs, distance education and staff training. Programs will be required to submit a professional development plan defining program focus, implementation, adult-learner curriculum selection processes (with an emphasis on CCR) and scheduled training. The plan will also include:

- CCR standards implementation

- Adult Education-specific focused reading and math curricula to be used and the training to support those selections

- ELL curricula based on CCR standards

- A written distance-learning (DL) plan if they are offering DL as an instructional delivery method

Programs will define their professional development needs and assure their commitment to send staff to state-announced trainings. The state will provide ongoing training related to WIOA-defined activities that are new or in need of improvement.

(3)(ii) The role of eligible providers as one-stop partners is to provide access to employment, education and training services. Each Adult Education program will define its role with its partners and how they will meet on an ongoing basis and discuss common topics. Topics include, but are not limited to, services provided, access to services, employment trends and employment opportunities available for the common client. This can be accomplished through attending quarterly area advisory partnership meetings with representatives from core and required partners. At the meeting, members will share information about existing employment partnerships and emerging employment opportunities within the local economic areas. Members may also present information such as workforce development strategies that will be developed during a program year and how employment opportunities will be extended to adult education students.

(3)(iii) Eligible providers will receive assistance in using technology, including for staff training and especially for improving system efficiencies.

- Program directors will utilize electronic desk monitoring tools and reports to improve program performance and state outcomes.
- Programs will define what classroom and DL software are being used in both delivery options. Student outcomes will be evaluated by USOE based on data in UTopia.
- Programs will define weaknesses and areas where state support is needed to advance their programming options to increase both efficiency and student outcomes.
- Programs will monitor and evaluate the quality of, and the improvement in, adult education and literacy activities as well as the dissemination of information about models and proven or promising practices within the state.

## **2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.**

NA

## **F. Assessing Quality**

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

### **(f) Assessing Quality--Compliance and Quality of Data**

- Programs will follow the USOE-Adult Education Assessment Policy, online at <http://www.schools.utah.gov/adulted/DOCS/Directors/Policy/TabA.aspx>, to determine the student's Education Functioning Level (EFL) and subsequent Student Education Occupation Plan (SEOP), based on level of instruction and personal education and career goals. State targets will be monitored along with academic outcomes (education-gained advancement and high-school completion) through monthly data monitoring with program directors to ensure the entry of quality and timely data into UTopia.
- State specialists will utilize state reports to ensure compliance of quality Adult Education services and data. Examples include monitoring appropriate testing and testing standards, or monitoring intensity and duration of programs and impact on outcomes.
- Programs will define what programmatic changes they will make to improve their program outcomes.
- Corrective action will be taken with programs as needed to ensure their compliance with USOE's expectations, with Adult Education Services leading toward defined outcomes.

New Language: Programs will follow the USOE-Adult Education Assessment Policy, online at <http://www.schools.utah.gov/adulted/DOCS/Directors/Policy/TabA.aspx>, to determine the student's Education Functioning Level (EFL) and subsequent Student Education Occupation Plan (SEOP), based on level of instruction and personal education and career goals. State targets will be monitored along with academic outcomes (education-gained advancement and high-school completion) through monthly data monitoring with program directors to ensure the entry of quality

and timely data into UTopia. • State specialists will utilize state policy, reports, compliance monitoring as well as monthly desk monitoring to ensure compliance of quality Adult Education services and data. Examples include monitoring appropriate testing and testing standards, or monitoring intensity and duration of programs and impact on outcomes. • Programs will define what programmatic changes they will make to improve their program outcomes. • Corrective action will be taken with programs as needed to ensure their compliance with USOE's expectations, with Adult Education Services leading toward defined outcomes. In addition to the above Utah will use State Leadership funds as needed to cross train adult education staffs to better align services between partners including common referral processes and intake processes. Utah supports statewide professional development. A directors' leadership steering team meets as needed to assist the USBE in identifying PD needs. Funded programs also have an annual opportunity to identify specific needs that are taken into consideration by USBE. Decisions are based on data as well as WIOA rules in identifying and setting PD priorities. State leadership funds will be used to focus on a variety of areas including CCR implementation, establishing bridge programs, evidenced based ELL practices, effective program management, integrated education and training as well as transition to post-secondary opportunities. The USBE will deliver technical assistance to enhance program effectiveness through program desk monitoring, program visits and the development and delivery of data reports designed to assist program directors and staffs to improve student outcomes. PD and technical assistance delivery options include: in person, web, and online ensuring that all providers are afforded information needed to develop, maintain and improve services for the adult learner. The USBE with involvement of the state directors' leadership team, will develop and disseminate teacher academy standards, initiate pilot curricula options for English language learners focused on career development and infusing CCR standards in curriculum. Utah assesses the quality of professional development in a variety of ways. The state utilizes input from programs contained in end-of year reports, desk monitoring conversations, direct program data as well as program reviews to prioritize gaps that necessitate additional professional development. In addition to the direction and input from the directors' leadership steering team the needs assessments drive the creation of an annual training plan. Participants of all workshops, conferences, presentations and web meetings will be surveyed to evaluate and provide feedback on the quality and content of the professional development event. This feedback will be used to improve future PD opportunities.

## Certifications

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. **Yes**
2. The State agency has authority under State law to perform the functions of the State under the program. **Yes**
3. The State legally may carry out each provision of the plan. **Yes**
4. All provisions of the plan are consistent with State law. **Yes**
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. **Yes**
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. **Yes**

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. **Yes**

8. The plan is the basis for State operation and administration of the program. **Yes**

## **Certification Regarding Lobbying**

### **Certification for Contracts, Grants, Loans, and Cooperative Agreements**

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

## **Statement for Loan Guarantees and Loan Insurance**

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **Utah State Office of Education**

Full Name of Authorized Representative: **Dr. Sydnee Dickson**

Title of Authorized Representative: **Interim State Superintendent of Public Instruction**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to OCTAE\_MAT@ed.gov

## **Assurances**

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). **Yes**
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. **Yes**
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. **Yes**
4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; **Yes**
5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and **Yes**
6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. **Yes**

## **Program-Specific Requirements for Vocational Rehabilitation**

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan\* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

---

\* Sec. 102(b)(D)(iii) of WIOA

### **a. Input of State Rehabilitation Council**

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

**1. input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;**

USOR maintains a State Rehabilitation Council (SRC) that meets the criteria set forth in Section 105 of the Rehabilitation Act, 34 CFR 361.17. The designated state unit jointly with the SRC develops, agrees to and reviews annually state goals and priorities and jointly submits to the commissioner annual reports of progress in accordance with the provisions of Section 101(a)(15) of the Rehabilitation Act, 34 CFR 361.29 and the Unified State Plan.

The SRC meets 10 times per year. USOR regularly consults with the State Rehabilitation Council regarding the development, implementation and revision of state policies and procedures of general applicability pertaining to the provision of vocational rehabilitation services. USOR includes in the State Plan and in any revision to the State Plan a summary of input provided by the State Rehabilitation Council, including recommendations from the annual report of the council described in Section 105(c)(5) of the Rehabilitation Act and 34 CFR 361.17(h)(5) the review and analysis of consumer satisfaction described in Section 105(c)(4) of the Rehabilitation Act and 34 CFR 361.17(h)(4), and other reports prepared by the council and the response of the designated state unit to the input and recommendations, including explanations for rejecting any input or recommendation; and transmits to the council:

- All plans, reports and other information required under 34 CFR 361 to be submitted to the commissioner
- All policies and information on all practices and procedures of general applicability provided to or used by rehabilitation personnel in carrying out this State Plan and its supplement
- Copies of due process hearing decisions issued under 34 CFR 361.57, which are transmitted in such a manner as to ensure that the identity of the participants in the hearings is kept confidential
- In November 2015 the Utah State Office of Rehabilitation provided an overview of the Unified State Plan and submitted the proposed final Goals and Priorities for the Vocational Rehabilitation and Supported Employment Program to the State Rehabilitation Council for review, discussion and input. The Council (SRC) approved the goals and priorities as presented.
- On June 29, 2016 the Utah State Office of Rehabilitation submitted the proposed amendment to the VR Section of the Unified State Plan to the State Rehabilitation Council (SRC). The amendment defined the change of the Designated State Agency (DSA) from the Utah State Board of Education to the Department of Workforce Services, effective October 1, 2016. The proposed amendment was unanimously approved by the Council (SRC).

**2. the Designated State unit's response to the Council's input and recommendations; and**

In addition to the review, analysis, and recommendations covered above, the SRC made recommendations covered in the VR portion of the Unified State Plan, and as required by section 101 (a) of the Rehabilitation Act of 1983, as amended by the WIOA. The following is a summary of the SRC's recommendations made from November 2014-October, 2015 and the USOR's response and actions taken with regard to these recommendations:

**SRC RECOMMENDATION 1:** In November 2014, the SRC had a presentation from the Executive Director about the USOR's budget concerns and the twelve cost-cutting decisions made to control the budget, resources, and client services. This included a hiring freeze for DRS, DSBVI, and Administrative Services positions; a realignment of 20 staff members; the elimination of positions associated with the realignment; training and travel freeze; and an approved plan from the Rehabilitation Services Administration (RSA) to implement an Order of Selection (OOS). The Council recommended a monthly report from the Executive Director on budget and client service concerns.

**USOR RESPONSE 1:** The USOR has provided monthly Executive Director reports to the SRC (as recommended) and will continue to update the Council on continued program improvements.

**SRC RECOMMENDATION 2:** The Executive Director presented to the Council on the necessity to implement an Order of Selection (OOS) by early February 2015. As required by federal regulations, the SRC was given a full description of the OOS and service categories impacted. Concerns were discussed by SRC members with the Executive Director about overall client service provision. Recommendations were made by the Council to make it a priority of the USOR to communicate to partners, vendors, and disability groups the OOS in addressing the impacted number of clients. The Council also recommended that a summary of Council input following review of the USOR OOS implementation plan be included.

**USOR RESPONSE 2:** The USOR provided the requested information on the Order of Selection and Council member input was included in the OOS documentation. Council members also had an opportunity in February 2015 to address OOS concerns with representatives from the Legislative Auditor's office.

**SRC RECOMMENDATION 3:** In January 2015, the Executive Director gave a "How Did We Really Get Here?" presentation on the continued budget concerns, including a supplemental request for additional monies from the Legislature to fund needed client services and the need for implementation of the Order of Selection (OOS). The presentation also included a report by the Fiscal Analyst and Program Evaluator on "Possible Budget Scenarios". The Client Services Director led a discussion on the OOS, including the USOR's original proposal for categorization of services to RSA, and plan revisions needed for the OOS. The Council recommended continued updates from senior administrative staff on the budget and OOS.

**USOR Response 3:** The USOR continues to provide monthly and/or periodic reports on recommendations by the Council and is open to feedback and transparency in the process.

**SRC RECOMMENDATION 4:** In February, 2015, the SRC requested that a question be inserted in the USOR Customer Satisfaction Survey regarding the impact of the OOS on client services. This followed the Executive Director Report the agency's structural imbalance and a one-time supplemental funding request of \$6.3 million from the Legislature.

**USOR Response 4:** The USOR Quality Assurance position has been vacant and refilled by an auditor position as part of the realignment process. USOR is continuing to get feedback from consumers on the waitlist through "checkpoints".



SRC RECOMMENDATION 5: In the March 2015 meeting, the SRC vice Chair recommended that the Legislative Analyst provide the Social Services Appropriations Subcommittee report and recommendations on the USOR structural imbalance in Braille.

USOR Response 5: The Braille copy was prepared by the Legislative Analyst's office and distributed to members of the Council with visual impairments.

SRC RECOMMENDATION 6: A recommendation was made by a Council member to replicate the 2010 return on investment study conducted for USOR by the University of Utah. At that time there was a \$5.74 dollar return on investment for every dollar spent by VR.

USOR RESPONSE 6: USOR decided not to replicate the study but provided an explanation on preliminary numbers and consideration of the economic recession but that the study wouldn't be cost-effective because of few changes to the data. USOR, however, would consider a possible return on investment study in the future.

SRC RECOMMENDATION 7: The Council requested copies of the new Self-Employment Policy following a presentation by USOR staff to give input and provide recommendations to the agency. A date was set for that feedback from Council members before implementation of the policy.

USOR RESPONSE 7: The USOR considered all feedback and/or suggested changes/improvements by the Council and the Self-Employment Policy was implemented by USOR and staff statewide were provided appropriate training on the policy.

SRC RECOMMENDATION 8: At the May 2015 SRC meeting the Council recommended the opportunity to review new WIOA regulations and specifically, the role of the SRC.

USOR RESPONSE 8: Proposed rules notices regarding the role of the SRC under WIOA regulations were provided to the Council (as requested).

SRC RECOMMENDATION 9: The SRC recommended that the Utah Center for Assistive Technology (UCAT) reports be provided to the Council more frequently as a mandated subcommittee that meets quarterly.

USOR RESPONSE 9: USOR will provide quarterly UCAT meeting minutes to Council members and resolve any concerns and/or questions from the SRC regarding the services of UCAT.

SRC RECOMMENDATION 10: At the August 2015 meeting the SRC asked to review the new Executive Team's management structure to ensure that it was of appropriate size and not "overhead heavy".

USOR RESPONSE 10: The organizational structure draft was presented at the following meeting by the new Executive Director and questions were answered by USOR to the Council's satisfaction.

SRC RECOMMENDATION 11: A recommendation was made by the Council to receive monthly reports from the USOR management team detailing clients served, clients on the wait list, status of funding, and a quarterly financial report.

USOR RESPONSE 11: The requested monthly reports have been provided by the USOR and concerns, input, and/or recommendations from the SRC are under consideration by the USOR Executive Team.

SRC RECOMMENDATION 12: The Council discussed the upcoming Consortium of Administrators in Native American Rehabilitation (CANAR) conference in Salt Lake City and requested SRC and/or USOR staff involvement as presenters.

USOR RESPONSE 12: The USOR had two staff members (a VR Counselor and former Program Evaluation Specialist) and the Director of Strategic Alliances and Initiatives provide breakout sessions on Native American youth gangs and on program evaluation to conference participants. In addition, an SRC Council member (Education representative) presented on transition issues.

SRC RECOMMENDATION 13: At the November 2015 meeting the SRC approved the proposed USOR State Plan four (4) year goals and priorities that will be included in the Unified State Plan.

USOR RESPONSE 13: The USOR will incorporate the SRC-approved State Plan goals and priorities with the required Workforce Innovation and Opportunities Act (WIOA) Unified State Plan (as required).

SRC RECOMMENDATION 14: At the June 2016 meeting the SRC voted to support the proposed USOR amendment to the VR Section of the Unified State plan, which will change the Designated State Agency from the Utah State Office of Education to the Department of Workforce Services.

USOR RESPONSE 14: USOR will proceed with obtaining public comment on the proposed plan amendment by conducted two statewide input sessions on July 12, 2016. After which USOR will submit the plan amendment to the State Workforce Development Board (SWDB) for approval.

### **3. the designated State unit's explanations for rejecting any of the Council's input or recommendations.**

The Utah State Office of Rehabilitation did not reject any input or recommendations from the State Rehabilitation Council.

## **b. Request for Waiver of Statewideness**

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

### **1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;**

The Utah State Office of Rehabilitation is not requesting a Waiver for Statewideness.

### **2. the designated State unit will approve each proposed service before it is put into effect; and**

The Utah State Office of Rehabilitation is not requesting a Waiver for Statewideness.

### **3. All State plan requirements will apply**

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

The Utah State Office of Rehabilitation is not requesting a Waiver for Statewideness.

### **c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.**

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

#### **1. Federal, State, and local agencies and programs;**

USOR has developed and maintains cooperative agreements where necessary with federal and state agencies not carrying out activities through the statewide workforce investment system. USOR maintains cooperative agreements with DWS, USOE, Utah Department of Health and Human Services (DHHS), Utah Department of Community and Culture (UDCC), and GOED. As required by Utah State legislation USOR has developed a MOU and coordinated plan with DWS and DSPD (Utah's DD agency) to carry out services related to employment for persons with significant disabilities. Additional agreements exist relevant to the "Employment First" initiatives in Utah. USOR also maintains cooperative agreements with all local public education school districts, the Veterans Administration (VA), local mental health organizations, and other entities involved in workforce development services including shared projects with the Department of Health. In addition, USOR participates in the statewide workforce development system through participation on the State Workforce Development Board

#### **2. State programs carried out under section 4 of the Assistive Technology Act of 1998;**

USOR has a collaborative relationship with the Utah Assistive Technology Program (UATP), which is a state program carried out under section 4 of the Assistive Technology Act of 1998. UATP provides assistive technology devices and services to Utahns with disabilities, in addition to providing training to individuals with disabilities, families and professional service providers. Through USOR's Utah Center for Assistive Technology (UCAT) office, UATP operates its Citizens Reutilizing Assistive Technology Equipment (CReATE) Program which provides refurbished mobility devices and equipment to low-income individuals with disabilities. In addition, specific to the provision of assistive technology services, UCAT serves as a statewide resource for information and technical services for people with disabilities for assistance with acquiring and using assistive technology devices. Another assistive technology resource within UCAT is the Utah Assistive Technology Team which provides assistance to adults and youths with disabilities by providing introductory training and supports on computer technology that can enhance education and employment. This includes free consultations, workshops, and information and referral services and augmentative communication device loaner-programs for students with disabilities in public schools.

#### **3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;**

USOR maintains a cooperative agreement with “AgrAbility”, a program carried out under the authority of the Undersecretary for Rural Development of the United States Department of Agriculture which includes a fee for service arrangement.

#### **4. Noneducational agencies serving out-of-school youth; and**

USOR has several cooperative agreements and collaborates with agencies that serve out-of-school youth. These partners include The Division of Services for People with Disabilities, the Division of Substance Abuse and Mental Health, Community Rehabilitation Programs, the Division of Juvenile Justice and local mental health agencies. Statewide, USOR has assigned liaisons who facilitate interagency referrals, outreach and information and coordination of services to meet the needs of out-of-school youth

#### **5. State use contracting programs.**

The State Use Program serves to create employment opportunities and to enhance independence of people with disabilities by having departments of state government purchase commodities and services from qualified community rehabilitation programs (CRPs). Utah State law sets aside funding for contracts to be awarded to CRPs. The USOR Executive Director serves as a member of the “Purchasing from People with Disabilities Advisory Board,” which implements the State Use Program.

### **d. Coordination with Education Officials**

Describe:

#### **1. DSU's plans**

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

USOR has long established plans, policies, and procedures for coordination between USOR and education officials responsible for the public education of students with disabilities that are designed to facilitate the transition of the students who are individuals with disabilities from the receipt of educational services in school to the receipt of vocational rehabilitation services under the responsibility of the USOR

#### **2. Information on the formal interagency agreement with the State educational agency with respect to:**

##### **A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;**

USOR maintains cooperative agreements with the local school districts and public charter schools who serve secondary education students. The cooperative agreements include provisions for consultation, technical assistance, professional development, VR referrals and eligibility, and

individualized goals of the local teams. USOR has assigned Transition Counselors to each local school district and charter school. The counselors meet with special educators and administrators, provide outreach to students and parents, provide VR Welcome Sessions to students, provide Job Readiness Workshops to students, attend IEP meetings, as well as cover all referrals and questions from that school.

The cooperative agreement with the USOE Department of Education program was modified in January of 2013 to provide guidance and clarify expectations on both sides. The agreement defines terms and financial responsibilities. The cooperative agreement provides for consultation and technical assistance to assist USOE and local districts in planning for the transition of students with disabilities from school to post school activities, including vocational rehabilitation services.

**B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;**

The cooperative agreement provides for joint transition planning coordination by USOR and USOE for students with disabilities that facilitates the development and completion of their individualized education programs (IEPs) under Section 614(d) of the Individuals with Disabilities Education Act (IDEA), and specifies the roles and responsibilities of each agency. It includes provisions for determining state lead agencies and qualified personnel responsible for transition services and describes procedures developed for outreach to students with disabilities during the transition planning process and identification of students with disabilities who need transition services. A representative of USOE Special Education sits on the State Rehabilitation Council (SRC), and a representative from USOR sits on the Utah Special Education Advisory Panel (USEAP) providing consultation and assistance.

**C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;**

The cooperative agreement with the USOE Department of Education program was modified in January of 2013 to provide guidance and clarify expectations on both sides. The agreement defines terms and financial responsibilities.

**D. procedures for outreach to and identification of students with disabilities who need transition services.**

USOR collaborates with school personnel to identify students who may have a disability and need transition services. This includes special education teachers, administrators, 504 coordinators, school counselors, school nurses, community non-profit organizations, the Utah Parent Center and a variety of other entities to provide outreach and identification of students in need of VR transition services. USOR is represented on local school district transition councils, the statewide transition council, and the Utah Futures Advisory Committee which bridges collaborative efforts between the USOE, DWS, USOR, GOED, and Higher Education. In addition, USOR has a Transition Coordinator who has responsibility for improving the quality and consistency of transition services from USOR counselors to students and improving collaboration and coordination

**e. Cooperative Agreements with Private Nonprofit Organizations**

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

USOR has the authority to enter into contracts with for-profit organizations for the purpose of providing Vocational Rehabilitation services and OJT and related programs for individuals with disabilities under Part A of Title VI of the Rehabilitation Act. USOR determines whether for-profit organizations are better qualified to provide vocational rehabilitation services than nonprofit organizations. USOR has established fee-for-service agreements with private, non-profit entities providing vocational rehabilitation services throughout Utah in accordance with the Unified State Plan. USOR maintains vendor relationships with other agencies providing Job Preparation and Placement (JPP), Supported Job Based Training (SJBT) and Support Employment (SE) service that include a fee-for-service agreement and participation in job coach training activities. USOR continues to identify and make arrangements, where appropriate, to expand the availability of Community Rehabilitation Programs (CRP) offering supported employment and extended services for individuals with the most significant disabilities, in accordance with the requirements of the state plan.

## **f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services**

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

USOR has established a policy chapter based on the provision of Supported Employment Services. The policy is a hybrid of milestone outcome payments and hourly rates to meet the needs of individuals with the most significant disabilities. This policy chapter defines extended support agencies who qualify to provide supported employment supports as a partner with VR. These agencies include Division of Services for People with Disabilities (DSPD), Division of Services for Substance Abuse and Mental Health (DSAMH) as well as local mental health agencies, employers, private organizations, natural supports and incentives offered through Social Security or Medicaid. USOR continues to identify and partner with other supported employment entities to provide clients with informed choices, options, and qualified service providers to meet their unique needs. These efforts are coordinated by the USOR Supported Employment Coordinator. USOR has cooperative agreements with local school districts, community rehabilitation programs, and DSPD to provide Supported Employment services to individuals with the Most Significant Disabilities, including youth. Additional cooperative agreements that will extend supports for disadvantaged populations such as mental health and youth are being developed. USOR is a partner in Employment First legislation which makes employment the first and preferred option for individuals with disabilities. USOR partners with DSPD to ensure that supports are in place for individuals with intellectual disabilities, youth in post high programs, and all individuals who are MSD and need customized and/or supported employment supports. USOR and DSPD collaborate to provide supported employment services to individuals on the DSPD wait list through the provision of long term funding from the Utah State Legislature.

## **g. Coordination with Employers**

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

## **1. VR services; and**

USOR has initiatives to partner with employers to identify competitive, integrated employment and career exploration opportunities that facilitate the provision of VR and Transition Services. These initiatives are primarily carried out through the USOR Business Relations and Choose to Work (CTW) Programs. The Business Relations Team was established in 2005 to strengthen the connection between employers and individuals with disabilities through a combination of outreach efforts, disability awareness training, consultation services, job fairs and workshops, business networking activities and job posting networks. The Business Relations Team:

Assists with the recruitment and referral of qualified individuals with disabilities to meet workforce demands. Through a partnership with DWS, a customized option to recruit qualified applicants with disabilities was created for job vacancies by using the key word: PWDNET. Employers are able to utilize this keyword on UWORKS allowing keyword searches by job seekers, advocates, and Vocational Rehabilitation Counselors. Employers can also send emails to "pwdnetjobs@utah.gov" with a complete job description and the job opening. These job posting are shared statewide with Vocational Rehabilitation Counselor and Employment Specialists.

Utilizes the Talent Acquisition Portal (TAP), <https://tapability.org/>, which is led by the Council of State Administrators of Vocational Rehabilitation (CSAVR) and The National Employment Team (NET) in partnership with disABLEDperson, Inc. TAP includes both a national talent pool of VR clients looking for employment and a job posting system for employers looking to hire individuals with disabilities.

Conduct semi-annual Employer Workshops on Hiring and Retaining Individuals with Disabilities and Career Preparation and Job Fairs. The Workshop offers Business Partners an opportunity to learn more about disability, accommodations and other disability and employment issues. The Job Fair is a targeted fair for individuals with disabilities in which PWDNET (People With Disabilities Network) business partners participate. These events provide opportunities for business to connect with job-ready individuals with disabilities, and individuals with disabilities to explore careers. The job fairs and workshops also offer opportunities for internships and mentor experiences.

Connects with the National Employment Team (The NET) and the People with Disabilities Network (PWDNET), which provides supports and services to promote hiring people with disabilities. The Business Relations team is the primary points of contact (POC) for employers, directing them to the correct agency or organization for the appropriate services.

Provides training, workshops and consultation to business on disability awareness, the Americans with Disabilities Act (ADA), reasonable accommodations, employment laws and other topics relating to disabilities and assistive technology.

Provides information to business on tax credits and deductions available for hiring and accommodating individuals with disabilities.

Provides training to Federal Contractors and subcontracts to improve employment opportunities for individuals with disabilities as defined by Section 503 of the Rehabilitation Act. Trainings focus on disability awareness, ADA Accommodations, recruitment strategies, hiring practices, retention programs, consulting, technical assistance and support, tax credits and other incentives. The

Business Relations Team, in coordination with the GCEPD and PWDNET, also focus on expanding collaboration with Federal Contracts to increase opportunities for internships, on-the-job trainings, apprenticeships and other employment and career exploration opportunities for individuals with disabilities.

Collaborating in an initiative led by the GCEPD to establish a Utah Business Leadership Network. Utah previously had a business to business mentoring model, Utah Business Employment Team (UBET), which was established in 2000. The Utah affiliate of the USBLN should be up and functioning by 2017.

The Choose to Work (CTW) Program:

USOR's other primary initiative for working with employers to identify competitive integrated employment opportunities and career exploration for individuals with disabilities is CTW. This is a partnership between the USOR and DWS that is designed to ensure all individuals with disabilities have equal access to workforce investment activities available to assist them in preparing for and obtaining employment through coordinated service delivery.

The core services of the CTW program are job development and job placement. Job development includes interfacing with employers for the purpose of marketing a specific job seeker to the employer, or to inform and educate the employer regarding hiring individuals from a talented pool of job seekers with disabilities. Job placement is focused on service delivery to assist a specific individual in locating job openings, preparing for the application process, and following through with the application for employment.

CTW specialists coordinate with the Business Relations Team to organize and engage in employer workshops to increase awareness regarding the hiring and job retention of individuals with disabilities. The Specialists are active participants in local area Chambers of Commerce and sit on local and community boards in order to facilitate the provision of Vocational Rehabilitation services leading to an employment outcome. CTW Specialists are actively engaged with the DWS Workforce Development Specialists as well as USOR Business Relations Team and affiliates to identify integrated employment opportunities for job seekers with disabilities.

The goals of the CTW Program are to achieve a positive enrollment outcome; the target is that 60% of Choose to Work participants should achieve job placement commensurate with their skills, abilities, talents and barriers to employment in support of the Individualized Plan for Employment. Choose to Work Specialists develop a strategy to achieve job placement with input and collaboration from Vocational Rehabilitation Counselors.

A key elements of the Choose to Work Program is that CTW Specialists are co-located in both USOR and DWS offices. CTW Specialists adhere to the same policy standards and processes regardless of their agency affiliation. In addition, coordinated agency cross training enhances effectiveness and results in improved job placement outcomes.

## **2. transition services, including pre-employment transition services, for students and youth with disabilities.**

USOR utilizes the Business Relations and CTW Programs to coordinate with employers in support of transition services, including pre-employment transition services, for students and youth with disabilities. Staff meet with employers to identify and/or develop internships, on-the-job trainings, mentoring experiences and temporary work experiences for students and youth with disabilities.



Students and youth with disabilities are invited to participate in career preparation workshops and job fairs. The Business Relations Teams work with Vocational Rehabilitation Counselors to provide school transition specialists and teachers with preparation packets. The material provides information on how to dress for success, interviewing, resume building, and appropriate behavior when meeting with business partners. Students can attend workshops on topics such as, "Working in Government Professions, State and Federal Hiring Initiatives," "Employer Panel," "How to Dress on a Dime and Interview Success," and "Social Security and Working." The job fairs provide students an opportunity to meet with hiring specialists to discuss employment opportunities.

The Business Relations Team works closely with the Governor's Committee for Employment of People with Disabilities to conduct Disability Mentoring Day Events for students. These events are held at a hosting business and students from local high schools are invited to attend with their teachers, advocates or parents. The hosting business offers information on their company and topics of concern to the youth. The students have an opportunity to tour the company to see the types of job opportunities available in the business.

USOR Transition Services provides a variety of services to assist transition aged youth in obtaining paid work experiences. Through the provision of Work Based Training, Summer Work Experiences, Supported Job Based Training/Supported Employment, and other Community Rehabilitation Program services, VR coordinates with employers on an individualized basis to meet both the client's and employer's needs.

The Utah Governor's Committee on Employment of People with Disabilities promotes public and private efforts to achieve equal employment opportunities for all qualified Utahans with disabilities. The Governor's Committee members include: business and industry, individuals with disabilities, state agencies, job training and placement, labor, veterans, medical professionals, health professionals, insurance, media, education and general public.

The Governor's Committee is responsible for the implementation and coordination of Disability Mentoring Day events for transition age students. These events are held at a hosting business and students from local high schools are invited to attend with their teachers, advocates or parents

## **h. Interagency Cooperation**

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

### **1. the State Medicaid plan under title XIX of the Social Security Act;**

USOR, The Department of Health's Division of Healthcare Financing (Medicaid), and USOE will develop and maintain a cooperative working agreement to coordinate efforts to provide information and referral resources to Utahns with disabilities interested in entering or re-entering the workforce. The three aforementioned agencies will negotiate and allocate resources as necessary to support a comprehensive system of work support resources that will increase employment outcomes for individuals with disabilities in Utah.

### **2. the State agency responsible for providing services for individuals with developmental disabilities; and**

USOR maintains a long standing cooperative agreement with the Division of Services for People with Disabilities (DSPD), which is the state agency responsible for providing services for individuals with developmental disabilities. USOR and DSPD collaborate to provide supported employment services to individuals on the DSPD wait list through the provision of long term funding from the Utah State Legislature. These funds are ongoing and available to provide long term services for individuals who have utilized VR supports, are on the DSPD wait list, and need long term supported employment services. USOR is also partnered with DSPD in Employment First legislation, which makes employment the first and preferred option of individuals with disabilities, including those with developmental disabilities.

### **3. the State agency responsible for providing mental health services.**

USOR and the Utah Department of Human Services, Division of Substance Abuse and Mental Health (DSAMH) have a longstanding partnership and collaborative relationship. There is currently a formal Partnership Agreement being finalized between the two agencies which will further enhance the communication and cooperation between USOR and DSAMH. This Partnership Agreement's goals are for both agencies to better meet the needs of clients with substance abuse and mental health disabilities and to ensure the successful completion of their vocational goals leading to gainful employment.

## **i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development**

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

### **1. Data System on Personnel and Personnel Development**

#### **A. Qualified Personnel Needs.**

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

#### **i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;**

USOR has a strong commitment to employing and retaining an adequate workforce of qualified vocational rehabilitation professional and paraprofessional personnel. USOR maintains a data system for personnel needs, resources, and training. The data system is maintained by the USOR Training Coordinator and provides annual analysis of qualified personnel needs and development. USOR also coordinates with the Utah Department of Human Resources Management (DHRM) staff and our internal Financial Analyst to track and monitor information on employees including date of hire, official job classification, job functions, terminations and other information, such as offices and districts assignments.

The data system currently includes:

- 102 Vocational Rehabilitation Counselors
- 25 Counseling Supervisors (CS) within the Division of Rehabilitation Services
- 7 VRCs within the Division of Services for the Blind and Visually Impaired

Both divisions combined to serve 25,726 individuals during FFY15 for a counselor/client ratio of 1:191. Also included in the database from DRS are:

- 10 District Directors
- 5 VR Coordinators
- 1 Division Director
- 11 Rehabilitation Technicians
- 54 Office Specialists
- 7 Choose to Work Employment Specialists
- 3 Rehabilitation Program Directors
- 1 DSBVI VR Coordinator

**ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and**

At the writing of this plan USOR the number of personal currently needed to provide VR Services include:

- 109 VR Counselors
- 25 counseling supervisors
- 10 district directors
- 6 VR coordinators
- 1 division director
- 11 rehabilitation technicians
- 54 office specialists
- 7 Choose to Work employment specialists
- 3 rehabilitation program directors

USOR has operated under an Order of Selection over one year. The counselor-to-client ratio has decreased 18.91 percent from FFY 2014 to FFY 2015. A moderate decrease in the counselor-to-client ratio is anticipated for FFY 2016. As client-base sizes are settling into a sustainable level, USOR projects the current staff is sufficient to provide vocational rehabilitation services. Hiring additional counseling staff depends on the number of individuals released from the Order of Selection waitlist, the ability to maintain a reasonable counselor-to-client ratio and available funding.

**iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.**

(iii) Projections of the number of individuals to be served, including those with significant disabilities, are based on projected increases for the general population and incidence rates for disabilities, using Utah census data and state demographics. These projections, in combination with USOR attrition and retirement rates, are used to predict personnel needs for the next five years.

In FFY15 USOR's annual turnover rate for Vocational Rehabilitation Counselors was 21%, with an overall agency turnover rate of 16.7%. The turnover rate is expected to remain stable in FFY16. USOR estimates 100 Vocational Rehabilitation Counselor vacancies over the next five years. It is estimated that at least 12 of these vacancies will be due to retirement; therefore the majority will be due to counselors leaving the agency and internal promotion into other positions. In addition, based on historical trends, but considering the recent increase in turnover, it is estimated that there might be 25 new Counseling Supervisors and 5 new District Directors over the next five years.

The table below shows the total number of staff positions, the current vacancies and projected vacancies due to retirement and attrition over the next five years:

Job Title	Total Positions	Current Vacancies	Projected Vacancies over the next 5 Years
VR Counselor	109	3	100
Counseling Supervisor	25	0	25
District Director	10	0	5
Rehabilitation Techs	11	0	4

**B. Personnel Development**

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

**i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;**

Utah has one Master's Program in the field of Vocational Rehabilitation within the state located at Utah State University. This program prepares MRC degree, CRC eligible VR counselors. The program also contains a very small doctoral program. The Executive Director of USOR and the USOR Human Resource Developer/Trainer sit on the USU advisory council. The program

emphasizes degrees given through distance education and contains mostly individuals already employed by public VR agencies across the country.

**ii. the number of students enrolled at each of those institutions, broken down by type of program; and**

Due to the makeup of students only a small on-campus class, usually 5 or 6 students, are available each year to recruit as new hires for USOR vacancies

**iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.**

In the distance program last year 5 students graduated who were employees of USOR at the time of their graduation. An additional 2 USOR employees were students taking limited classes to qualify under certain categories for the CRC (Category R for example.)

Institution	Students Enrolled	Employees sponsored by agency and/or RSA	Graduates sponsored by agency and/or RSA	Graduates from the previous year
Utah State University	53	13	5	20

## **2. Plan for Recruitment, Preparation and Retention of Qualified Personnel**

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

Plan for Recruitment, Preparation and Retention of Qualified Personnel. USOR recruits at colleges and universities in Utah to attract undergraduates and potential graduate students. USOR uses a hiring option that allows individuals who report having a disability to skip the competitive process and be hired on a trial basis which can lead to permanent employment. USOR also builds relationships with out-of-state colleges.

USOR recruits to fill Vocational Rehabilitation Counselor positions throughout the year by participating in university and college career fairs and presenting to students in the Utah State University Rehabilitation Counselor Education (RCE) program. USOR created a recruitment brochure that details the benefits of employment and introduces potential applicants to careers in VR. USOR works with the USOE Human Resources Office to increase the distribution of recruitment announcements nationwide.

USOR staff are active in the state chapter of the National Rehabilitation Association (NRA). USOR leverages its relationship with NRA to recruit qualified professionals and develop the qualifications of agency staff through additional training, support, and career development. For example, USOR supports Utah Rehabilitation Association (URA) conferences and monthly 'brown bag training

seminars' that are presented to staff, co-sponsored by the URA. These efforts are designed to recruit, prepare, and retain personnel who are qualified, including individuals from minority backgrounds and/or with disabilities.

USOR offers flexible schedules, an incentive program which gives Administrative Leave for above average performance, generous educational assistance, and a competitive starting salary to promote retention. In addition, staff have received a one-time payment/bonus for obtaining state licensure. The bonus helped offset the costs of the licensure and rewarded those who obtained it. USOR was also able to use discretionary funds given by the legislature for state fiscal year 2015 to increase salaries of those who hold state licensure by .5%. USOR is committed to finding ways to increase the salaries of those who maintain licensure.

### **3. Personnel Standards**

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

#### **A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and**

USOR has established hiring preferences, policies and procedures for the establishment and maintenance of personnel standards to ensure that USOR professional and paraprofessional personnel are prepared and trained. In January, 2010 the Utah began issuing a new state licensure for Vocational Rehabilitation Counselors. This state licensure necessitated a change in USOR Comprehensive System of Personnel Development (CSPD) standard to make sure that Utah VR counselors adhere to the highest standard existing in Utah.

USOR has established policy to ensure that professionals providing services are trained and prepared to meet the Utah State Licensing Requirement and provide quality, effective vocational rehabilitation services. The purpose of this policy is to ensure that all Rehabilitation Counselors, Supervising Counselors, and District Directors employed by USOR meet the CSPD standard required in law, federal regulations, and the state plan.

The USOR CSPD standard requires employees meet one of the following criteria:

- Hold a Utah State Licensure in Vocational Rehabilitation Counseling
- Meet the criteria to obtain a Utah State Licensure in Vocational Rehabilitation Counseling which includes holding a Master's degree in Rehabilitation Counseling or related field as outlined in the Utah State licensing regulations, obtaining 4000 hours of supervised experience under a Licensed Vocational Rehabilitation Counselor and having taken and passed the CRC exam (national certification exam) Employees who hold a Master's degree in an approved counseling field will be considered to have met the CSPD if they have completed the required 4000 hours of supervised work under the supervision of an LVRC and have completed and passed the CRC national exam.

CSPD status is tracked for counselors, supervising counselors, and district directors. In addition, the CSPD database contains information on various area directors, administrators and program

specialists such as Choose to Work staff within DRS that are expected to meet and maintain the CSPD standard.

Counselors hired since January 1, 2010 must write a CSPD plan based on the new standard and have five years from their date-of-hire to complete the requirements. Counselors who do not meet CSPD upon hire and require additional graduate level education are expected to complete at least one graduate level class and apply for a graduate program during their probationary period (first 12 months of hire).

USOR makes every effort to recruit and hire individuals who meet the USOR's CSPD standard and supports the training of existing employees who do not meet the CSPD standard. USOR offers ongoing educational assistance for those needing additional education to meet the standard. USOR offers a pay increase for counselors who obtain national certification (CRC).

All new counselors receive a notification indicating their current CSPD standing and the requirements they must meet within their first year of hire, and subsequent five years to meet the standard. Supervisors create CSPD plans within 30 days of hire for new employees, they must track the progress of the employee, and include the requirement to meet CSPD in the counselor's performance plan and evaluation.

Each new counselor hired must complete a USOR Qualification of Personnel Standard form. For staff who meet the standard at the time of hire and those who will meet the standard within five years of hire with additional work experience and national certification (those hired with an a Master's degrees in an approved counseling field), no additional documentation is required except verification of passing the CRC exam and/or verification of state licensure. For counselors who need additional education to meet the standard, sections will be added to their performance plans under the heading of Professional Development.

The Professional Development section must include a plan describing how the counselor will meet the standard, by obtaining the required Master's degree and National Certification, within five years of the date of hire. These plans are submitted to the USOR Training Coordinator with the USOR Qualification of Personnel Standard form within 30 days of hire. Minimum requirements for the first year of the plan include completing the application process for an approved graduate program and satisfactory completion of 2 semester hours of coursework. Progress sufficient to meet the CSPD plan requirements will be monitored in each subsequent year. If an employee has not satisfactorily completed all activities outlined for the year of review, they will receive an unsatisfactory rating in the Professional Development section and be placed on corrective action.

A corrective action plan will be written with short-term goals to remediate the lack of progress toward their CSPD plan. The corrective action plan will establish 3 and 6 month reviews. If the corrective action is not successful, disciplinary action will result which may include termination based upon non-compliance with USOR agency policy. It is anticipated that all current staff should meet the CSPD standard by June 1, 2019.

USOR assists with partial funding for graduate level education for those hired without a Master's degree in a counseling field. A graduate degree specific to Rehabilitation Counseling is preferred and considered to be directly related to the job requirements of a Vocational Rehabilitation Counselor. The CORE accredited program chosen must be eligible to grant an RSA scholarship to offset the costs of tuition, fees, and books. All employees attending these programs must apply for the RSA scholarship. In the rare instance where an approved graduate program has exhausted available scholarship monies for a given semester, employees will be eligible to request a partial reimbursement from the USOR.

Employees who choose to attend a Master's degree program in a counseling field which meets the requirements for a related degree under the rules for obtaining a Utah State VRC license will be eligible for standard educational reimbursement of 50% of tuition, fees, and books, up to the rate of a comparable public program. Comparable public programs are those found at the University of Utah. All coursework must be directly related to the employee's job requirements. Employees must be accepted and matriculated into a graduate program in a related counseling discipline.

All requests for USOR educational benefits will be considered contingent upon available funding and employees will be notified of approval prior to enrollment for each semester. All related educational expenses and time required to complete any graduate program will be the responsibility of the employee.

While it is the intention of the USOR to establish and maintain funding necessary to allow all employees to meet the CSPD requirements, exceptional and unforeseen circumstances may arise that prohibit such funding. Should funding become unavailable, the employee will be allowed an adjusted time frame to accomplish the standard when such funding becomes available.

USOR establishes priorities of funding for CSPD requirements as follows:

- Priority One: Employees in a supervisory position and employees hired under the expectation of meeting the standard as indicated in their letter of hire.
- Priority Two: All other employees.

Counseling staff who obtain the CRC certification will be refunded 50% of the test fee, and will receive a 5% selective salary increase to offset the costs of maintaining the certification unless they are in longevity. Individuals in longevity who obtain certification will receive a one-time bonus. Counselors must continue to maintain CRC certification or they will lose the salary increase.

USOR instituted a hiring preference to encourage hiring staff that already meet the CSPD standard:

- Individuals who hold the Utah State Licensure for Vocational Rehabilitation Counselors.
- Individuals who meet the USOR CSPD standard but have not yet obtained state licensure.
- Individuals enrolled in a CORE accredited program to obtain a Master's degree in Rehabilitation Counseling.
- Individuals who hold a Master's degree in an approved counseling field as outlined in the state licensing law.
- Individuals who hold a Bachelor's degree in a related social service field such as counseling, psychology, social work, etc. and who have three or more years of counseling employment experience.
- Individuals who hold a Bachelor's degree in a related social service field with less than three years of counseling experience (are hired as a Rehabilitation Counselor Trainee).

Progress of the USOR staff is collected and monitored through the data system. Staff employed as Rehabilitation Counselors, Supervising Counselors, and District Directors must meet the CSPD standards and are tracked through this system.

**B. the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.**



USOR has established policies, procedures, and activities to ensure that all personnel employed by the designated state unit receive appropriate and adequate training in terms of staff development for professionals and paraprofessionals within the designated state unit, particularly with respect to assessment, vocational counseling, job placement, rehabilitation technology; and procedures for the acquisition and dissemination to designated state unit professionals and paraprofessionals significant knowledge from research and other sources.

#### **4. Staff Development.**

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

##### **A. System of staff development**

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

USOR Human Resource Development Program provides for attendance at workshops, conferences, formal course work at institutions of higher education, as well as agency developed and conducted training sessions. Training is offered in the areas of counseling; informed choice; medical, psychological, and vocational assessment; assistive technology; culturally sensitive practices; job placement and development; ethics; proposed reauthorization, as well as other topics relevant to Rehabilitation Counselors. Recent training topics include eligibility, classification, case file review, Utah Transit Authority services, Affordable Care Act, Suicide Prevention, CPT (medical billing) codes, and DWS training Programs, New policy training including changes to purchasing policies, Utah's Work Incentive Programs, ethics, and the new case management system preview (AWARE). Extensive training on the new case management system is scheduled for later this year along with case review instrument training and additional training in 'necessary and appropriate' expenditures. USOR provides monthly in-service trainings via high definition video conferencing to offices throughout Utah, as well as by web-streaming training content. USOR has consistently exceeded the required training hours required to maintain national certification and has also provided counselors with the training hours required to maintain state licensure this past year.

##### **B. Acquisition and dissemination of significant knowledge**

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

USOR established procedures for the acquisition and dissemination to ensure professionals and paraprofessionals receive significant knowledge from research and other sources in order to develop and maintain a 21<sup>st</sup> Century understanding of the evolving workforce and the needs of individuals with disabilities. These procedures include providing training opportunities, encouraging professional memberships in organizations which offer professional journals, as well as having a close relationship with the Utah State University Rehabilitation Counselor Education program. Additionally USOR has established a cooperative relationship with the National Clearinghouse on Rehabilitation Materials at Utah State University

#### **5. Personnel to Address Individual Communication Needs**

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

USOR works to ensure the availability of personnel who are able to communicate in the native language of applicants or eligible individuals who have limited English speaking ability or in appropriate modes of communication with applicants or eligible individuals. USOR has established hiring preferences for VR Counselors who have bilingual skills to meet the needs of eligible individuals with limited English speaking abilities. Additionally USOR has established a number of deaf and hard of hearing caseloads statewide that are staffed by professionals fluent in American Sign Language. Applicants are tested prior to selection for these positions and receive a pay increase for these skills. USOR can provide interpretation through staff members, through Interprettype machines, and through outside staff services purchased per state contract.

## **6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act**

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

USOR has established procedures and activities to coordinate the comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act. These include maintaining the cooperative agreement between the Utah State Office of Rehabilitation with the Utah State Office of Special Education for a project of systematic transition for Utah's youth with disabilities. Individual agreements are signed with all school districts in Utah.

## **j. Statewide Assessment**

(Formerly known as Attachment 4.11(a)).

### **1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:**

#### **A. with the most significant disabilities, including their need for supported employment services;**

- (1) USOR, in cooperation with the State Rehabilitation Council (SRC), conducts a comprehensive statewide needs assessment of employers, education, CRPs, consumers, advocacy groups, and DWS. The latest assessment was completed in 2013. USOR contracted with the Center for Public Policy and Administration (CPPA), located at the University of Utah, to conduct this assessment and it followed the model of the last assessment. USOR is current in the process of re-engaging with CPPA to complete the new comprehensive statewide needs assessment by December 2016.

The assessment identifies needs and assesses the current VR system's capacity to meet service needs. USOR chose to replicate the design of the assessment done three years prior in part to help measure the impact of activities conducted over those three years. USOR developed goals and

strategies to meet identified needs from areas of service capacity gaps and unserved/underserved populations.

USOR developed goals related to other internal assessments and areas for improvement. The needs of individuals with disabilities in Utah identified by the assessment included:

- Need for service vs. availability/capacity gaps
  - o Improving self-advocacy skills
  - o Obtaining life-skills training such money and time management or getting along with people
  - o Finding and paying for a place to live
- Needs related to unserved/underserved populations
  - o Increased outreach and service provision individuals with substance-abuse-related disabilities
  - o Increased outreach and service provision to transition-aged youth and individuals with developmental disabilities
  - o Increased outreach and service provision to ethnic and racial minority groups

Analysis of U.S. Census American Community Survey data shows Utah has a lower percentage (9 percent) than the nation as a whole (12 percent) of people who state they have a disability according to the 2008-2010 American Community Survey. In Utah, the proportion of males and females with disabilities is nearly equal; nationwide, however, there is a slightly smaller proportion of males with disabilities than females (0.95 to 1). According to Census data, the employment rate of individuals with disabilities in Utah (44 percent) is significantly higher than in the U.S. (36 percent).

According to USOR, the agency served 28,537 clients in 2010. This is 12 percent of Utah's disability population, using the American Community Survey definition of disability.

Looking at all USOR clients, 55 percent are male, and 45 percent are female. This is in contrast to Utah's disabled population, which is evenly split with 50 percent male and 50 percent female.

A smaller percentage of Utah's population receives SSDI and SSI benefits than nationally. In 2010 approximately 2.8 percent of Utahns received SSDI compared to 4.5 percent nationally, and 1.0 percent received SSI compared to 2.6 percent nationally.

An analysis of vocational rehabilitation caseload data shows how Utah's program compares with six peer states (Colorado, Kansas, Louisiana, Mississippi, Oklahoma and

West Virginia). In terms of types of disability, Utah has the highest percentage of psychosocial impairments and the lowest percentages of clients with visual, communicative and other mental impairments when compared with the six peer states. Among the peer states, Utah had the median "successful employment" rate in FY 2010. Sixty-seven percent of all individuals whose cases were closed in FY 2010 after receiving services were employed, which is well above the national average employment rate of 51 percent.

During the same year, Utah had the highest successful employment rate (71 percent) for transition-age clients (16-24 years of age) compared to the peer states. The Utah

Vocational Rehabilitation program had the highest successful employment rate for clients with cognitive impairments (69 percent) and mental and emotional disabilities (66 percent) compared to the peer states.

Three groups of service providers were surveyed to assess their perceptions of rehabilitation needs of the individuals they serve: USOR employees (n=123), DWS employees (n=81) and employees of other community agencies serving people with disabilities (n=62). The third group, referred to as All Other Providers, included employees of Veterans Administration Vocational Rehabilitation, Deseret Industries, the Worker's Compensation Fund of Utah and the Division of Services for People with Disabilities.

The providers were asked to identify groups that may be unserved or underserved by the rehabilitation system. The largest number of responses (16 percent of all responses) listed people with mental illness and substance abuse as unserved or underserved groups. Tied for second place were students in transition from high school and individuals with developmental disabilities (9 percent each). Racial and ethnic minorities were listed in fourth place with 8 percent. Individuals who are homeless tied for fifth place with individuals who are not aware of vocational rehabilitation services at 7 percent.

When the service needs expressed by individuals coded as most significantly disabled were compared with the needs of the remaining consumers, individuals who were coded as most significantly disabled expressed higher frequency of needs in the areas of writing a résumé and preparing for a job interview; receiving job coaching; and needing a wheelchair, scooter or other mobility device. Additionally, consumers coded as most significantly disabled had lower needs for finding and paying for a place to live. The rank order of the needs list was very similar between groups.

## **B. who are minorities;**

An analysis comparing the responses of consumers who indicated they were from racial and ethnic minorities with responses of non-minority consumers was conducted. The percentages of minority consumers indicating "I need help" are higher than non-minorities in all 31 need areas. The higher need for services was statistically significant for this group in seven areas:

- Understanding how work will impact benefits
- Writing a résumé
- Preparing for a job interview
- Maintaining or repairing a home
- Assessing interests and abilities
- Finding and paying for a place to live
- Getting assistance with car maintenance, repairs or gasoline

Using the administrative data on race and ethnicity from USOR 9-11 data, the researchers divided the responses into two groups, Minority and Non-Minority. In the Minority group were consumers with racial categories of Black, American Indian or Alaska Native, Asian, Native Hawaiian or Pacific Islander and Other, and the ethnic category of Hispanic or Latino. In the Non-Minority group were consumers with the racial category of White and the ethnic category of Non-Hispanic or Non-Latino.

### **C. who have been unserved or underserved by the VR program;**

Underserved in the Other group were polygamous communities, injured workers, migrant workers, immigrants, refugees and asylees with language barriers, women in the military, people with higher social economic status who could benefit from unpaid services, individuals in intermediate care facilities with intellectual disabilities, people who are non-verbal, people with autism, people with cerebral palsy, and people who are required to pay due to the financial background check. The Comprehensive Assessment of Needs survey responses (16% percent of all responses) listed people with mental illness and substance abuse as unserved or underserved groups. Tied for second place were students in transition from high school and individuals with developmental disabilities (9% percent each). Racial and ethnic minorities were listed in fourth place with 8% percent. Individuals who are homeless tied for fifth place with individuals who are “not aware of vocational rehabilitation services” at 7% percent. Next, providers ranked people with physical disabilities tied with seniors and elderly at 6% percent. Veterans and people with felony or other criminal records were tied at 4 percent. The next highest group was people with disabilities on the DSPD waiting list at 3 percent. People who are blind or have low vision, people who are deaf and hard of hearing, and people with traumatic brain injuries were tied for 12th place at 2 percent. Individuals or groups that were mentioned only one time were categorized as “Other Unserved.”

### **D. who have been served through other components of the statewide workforce development system; and**

Individuals served and underserved by VR services who receive services through other components of the statewide workforce development system include veterans, refugees, individuals served by DSPD, injured workers, clients of intermediate care facilities, and those who are required to pay for services due to financial background check.

### **E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.**

Information was gathered through the Utah State Office of Education concerning the number of youth and students with disabilities in the State of Utah. There are approximately 74,000 students ages 3 through 21 who are receiving services under IDEA through an Individualized Education Program (IEP). This number does not reflect the number of students who may have a disability that is classified under a 504 Plan, Individualized Health Plan, or unidentified disability such as mental health or substance abuse. For purposes of the Vocational Rehabilitation Program, there are approximately 20,000 students with a disability ages 14 through 21 who are receiving services under IDEA through an IEP, also not reflecting students with disabilities who do not have an IEP. These numbers only reflect the approximate number of students with a disability who are the age of applying for and receiving services from VR while still under IDEA (ages 14 through 21). This does not reflect the number of students with disabilities who have dropped out, received diplomas, aged out of the school system, or are up to 24 years of age and no longer tied to the school system. The number of students and youth with disabilities across the State of Utah justifies a great need for transition services from Vocational Rehabilitation.

## **2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and**

USOR has established a Supported Employment Coordinator position and a fee-for-service structure to compensate entities providing supported employment services throughout Utah. In order to improve services and promote the development of quality Community Rehabilitation Programs (CRPs), an outcome based payment method model has been established.

USOR has created a CRP oversight committee focused on improving policy and procedure related to CRP services. The CRP committee will develop a manual outlining the functions and expectations for delivery of CRP services. The manual will include an improved process for application and review of CRPs to ensure quality service delivery. USOR also continues to identify and make agreements with core partners as well as search for additional new supported employment service providers.

Through a cooperative relationship between USOR and the Division of Services for People with Disabilities (DSPD), supported employment services have been expanded to a targeted population through the provision of long-term funding from the Utah State Legislature. These funds are designated to support individuals who have previously been on a waiting list for DSPD SE funding. The USOR Supported Employment Coordinator will collaborate with CRPs and DSPD to ensure compliance with Employment First Legislation.

## **3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act .**

As this is a new category, it was not included in the needs assessment for this reporting period. This requirement will be included during the next Comprehensive Statewide Needs assessment that will be completed during 2016. However, through agency programmatic assessments, USOR continues to gather information and identify goals and strategies to improve the provision of transition services, including those services provided under IDEA. Specific needs that have been identified include:

- Improving and extending VR services to transition-aged youth and students with disabilities
- Increasing agency resources and time devoted to provide transition services
- Increasing outreach and collaboration with schools
- Increasing the capacity for pre-employment transition service opportunities

## **k. Annual Estimates**

(Formerly known as Attachment 4.11(b)). Describe:

### **1. The number of individuals in the State who are eligible for services;**

During FFY 2017, the Utah State Office of Rehabilitation estimates a total of 21,474 individuals will be eligible for services.

## **2. The number of eligible individuals who will receive services under:**

### **A. The VR Program;**

The number of eligible individuals who will receive services is expected to increase. During the period of FFY 2007 to FFY 2015 the USOR Vocational Rehabilitation program experienced an overall increase in the number of referrals, applications and total clients served. USOR went from serving 20,508 clients in FFY 2007 to 29,679 in FFY 2014, which is a 44.18 percent increase. Due to USOR's funding and staff levels not being able to meet the demands of all eligible individuals, an Order of Selection was approved and implemented on February 27, 2015. At the time of implementation, USOR continued to provide services to more than 14,000 eligible individuals with Individualized Plans for Employment (IPEs), while approximately 2,100 eligible individuals without IPEs were placed onto the waiting list for services.

The implementation of the Order of Selection had an immediate impact on the applicants and total individuals served. In FFY 2015, USOR served 25,746 total individuals, which is a 14.81 percent decrease from the previous year. New applicants decreased 24.43 percent from 9,655 in FFY 2014 to 7,553 in FFY 2015. New eligible individuals decreased 28.60 percent from 7,856 in FFY 2014 to 5,890 in FFY 2015.

USOR estimates it will serve 21,341 individuals in FFY 2016 and 21,474 in FFY 2017. This will include an estimated 5,438 new eligible individuals in FFY 2016 and 5,166 new eligible individuals in FFY 2016.

### **B. The Supported Employment Program; and**

USOR estimates it will serve 200 individuals through the Supported Employment Program during FFY 2017.

### **C. each priority category, if under an order of selection;**

As defined in the Order of Selection section of this plan, the priority categories are:

- Category 1: Individuals with Most Significant Disabilities (MSD)
- Category 2: Individuals with Significant Disabilities (SD)
- Category 3: Individuals with Disabilities (D)

## **3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and**

In November 2015 of FFY 2016, USOR opened Category 1 (MSD) and started to move eligible clients off the waiting list for services. USOR intends to keep Category 1 (MSD) open during FFY16 and FFY17. As USOR continues to monitor its available financial resources through a case service expenditure modeling system, USOR intends to open Category 2 (SD) during the latter half of FFY 2016 with the goal of moving SD clients off of the waiting list into FFY 2017. At this time, USOR is not able to determine when Category 3 (D) will open. USOR estimates there will be 3,221 individuals classified in Category 3 (D). This estimate includes clients who had IPEs prior to the implementation of the Order of Selection. As these clients will continue to receive services, USOR estimates 1,651 of the 3,221 clients classified as Category 3 (D) will not receive services due to the Order of Selection.

**4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.**

PriorityCategory	Number of eligible individuals	Est. Number of IndividualsSuccesfully Employedafter receiving services	Est. Number of IndividualsClos ed Unsuccessfully after receiving services	Time withinwhi ch goals areto be achieved	Cost of Services
Category 1 (MSD)	6,014	443	429	3 to 5 Years	\$ 5,904,145.90
Category 2 (SD)	12,240	1,871	1,480	2 to 3 Years	\$ 11,300,824.00
Category 3 (D)	3,221	148	39	0 to 2 Years	\$ 2,784,586.70
Totals	21,475	2,462	1,948	n/a	\$ 19,989,556.60
	PriorityCategory	Title I or Title VI	Estimated Funds	Estimate d Number to Be Served	Average Cost of Service (per Individual)
Category 1 (MSD)	Title I	\$5,604,145.90	5,814	\$1,015	
Category 2 (SD)	Title I	\$11,300,824.00	12,240	\$923	
Category 3 (D)	Title I	\$2,784,586.70	3,221	\$864	
MSD-Supported Employment	Title VI	\$300,000.00	200	\$1,500	
Totals	n/a	\$19,989,556.60	21,475	\$930	

## I. State Goals and Priorities

The designated State unit must:

### 1. Identify if the goals and priorities were jointly developed

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

Each year, the State Rehabilitation Council (SRC) and the Utah State Office of Rehabilitation (USOR) review, define and update vocational rehabilitation program goal and priorities. These goals



and priorities are also related to both the most recent Statewide Comprehensive Assessment and other internal evaluations in coordination with the SRC. In keeping with the Utah's WIOA Unified State Plan timeline, the review, establishment and joint agreement of goals and priorities occurred at the November 2015 SRC meeting.

## **2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.**

The USOR and the SRC developed and agreed to the following goals and priorities to be achieved over the four year period of the Unified State Plan:

- Year One (2016-2017)

- o Goal 1.1: Assist clients with identifying and connecting with community resources for services which support engaging in VR services
- o Goal 1.2: Revise and improve the service-delivery model for job-placement services provided by Community Rehabilitation Programs (CRPs)
- o Goal 1.3: Improve and expand VR services for transition-aged youth and students with disabilities
- o Goal 1.4: Expand capacity for pre-employment transition service (PETS) opportunities
- o Goal 1.5: Expand service-delivery options for persons with disabilities who require supported employment services
- o Goal 1.6: Improve the provision, consistency and quality of statewide VR services for individuals who are blind and visually impaired

- Year Two (2017-2018)

- o Goal 2.1: Assist clients in developing self-advocacy skills
- o Goal 2.2: Expand career exploration and evaluation options for clients
- o Goal 2.3: Assist clients with developing life skills such as interpersonal communication and money and time management
- o Goal 2.4: Increase collaboration and coordination with partner community agencies whose goals, services and laws align with providing competitive integrated employment and career opportunities for persons with disabilities

- Year Three (2018-2019)

- o Goal 3.1: Increase the number of ethnic and racial minority populations served
- o Goal 3.2: Increase job-readiness skills in VR clients as they prepare to enter the workforce
- o Goal 3.3: Improve coordination between USOR and employers to benefit clients in obtaining competitive integrated employment and career exploration opportunities

o Goal 3.4: Provide improved services to persons with disabilities who are experiencing segregated employment, subminimum wages or sheltered work and day-program supports in order to increase competitive integrated employment

- Year Four (2019-2020)

o Goal 4.1: Increase outreach and services to veterans with disabilities

o Goal 4.2: Improve outreach and coordination of services to individuals served with substance-abuse-related disabilities

o Goal 4.3: Provide improved services to ex-offenders with disabilities to increase employment and independence through increased rehabilitation rates and decreased recidivism

### **3. Ensure that the goals and priorities are based on an analysis of the following areas:**

USOR's goals and priorities were based on an analysis of the most recent comprehensive statewide needs assessments, the state's performance under Section 116 of WIOA and consultation and feedback from the State Rehabilitation Council.

#### **A. The most recent comprehensive statewide assessment, including any updates;**

USOR developed the goals and priorities based on the most recent Comprehensive Statewide Assessment, which was completed in 2013, along with other internal evaluations and input from the SRC.

#### **B. the State's performance under the performance accountability measures of section 116 of WIOA; and**

The goals and priorities were developed to support the state's performance under Section 116 of WIOA. Specific emphasis was placed on improving opportunities to increase competitive employment outcomes, pre-employment transition services and coordinating services to employers.

#### **C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and finding and recommendations from monitoring activities conducted under section 107.**

USOR regularly provides the SRC with updates and information regarding the operation, performance and effectiveness of the VR Program. This information is presented to provide effectiveness in evaluating the establishment of the state goals and priorities. Prior to submission and incorporation in the Unified State Plan, the goals and priorities outlined above were submitted to the SRC for comment, review and recommendation.

### **m. Order of Selection**

Describe:

# **1. Whether the designated State unit will implement and order of selection. If so, describe:**

## **A. The order to be followed in selecting eligible individuals to be provided VR services.**

In accordance with Section 101(a)(5)(A)(ii) of the Rehabilitation Act of 1973, as amended by the 2014 Workforce Innovations and Opportunities Act (WIOA), USOR has designated that individuals with disabilities will receive vocational rehabilitation services in the following order of priority:

- Category 1: Individuals with Most Significant Disabilities (MSD)
- Category 2: Individuals with Significant Disabilities (SD)
- Category 3: Individuals with Disabilities (D)

### **Definitions:**

- Individuals with Most Significant Disabilities: Has a severe physical or mental impairment that seriously limits two or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance or work skills) in terms of an employment outcome; will require multiple (three or more) vocational rehabilitation services; and will receive those services for an extended period of time (at least six months)
- Individuals with Significant Disabilities: Has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance or work skills) in terms of an employment outcome; will require multiple (three or more) vocational rehabilitation services; and will receive those services for an extended period of time (at least six months).
- Individuals with Disabilities: Has a physical or mental impairment that constitutes or results in a substantial impediment to employment; can benefit in terms of an employment outcome through the provision of vocational rehabilitation services; and will require vocational rehabilitation services to prepare for, enter, engage in or retain gainful employment.

### **Order of Selection Administrative Process**

- When setting up the Order of Selection, USOR will take into consideration all eligible individuals and prioritize them individually.
- The Order of Selection will be implemented statewide with the same priority levels in all areas of the state.
- Prior to implementation, USOR will submit the Order of Selection plan for public review and comment. USOR will also consult with the State Rehabilitation Council (SRC) regarding the decision to implement an Order of Selection and solicit input regarding the plan.

### **Order of Selection Implementation Procedures**

- When the Executive Director of USOR invokes an Order of Selection to prioritize the provision of VR services, each eligible individual will be classified into one of the three priority categories. If necessary, further prioritization within a category will be done by application date.
- All applicants, including individuals in trial work exploration status (06) and eligible without IPE status (10), shall be notified in writing of the Order of Selection and their subsequent priority classification. Included in the written notification will be their right to appeal the determination of their priority classification and the availability of the Client Assistance Program (CAP).
- Services necessary to determine eligibility, including services in extended evaluation, shall not be impacted by the Order of Selection.
- Individuals who are found to be eligible but whose priority category is closed at the time of eligibility determination shall be placed in Order of Selection Delayed Status (04).
- USOR will ensure eligible clients who are not assigned to an open Order of Selection category will have access to services provided under the Information and Referral System [Section 1010(a)(5)(D) of the Act]. Information and referral services include:
  - o Providing VR information and guidance to assist the individuals to achieve employment
  - o Referring individuals appropriately to other federal and state programs, including the statewide workforce investment programs through the Department of Workforce Services, that are best suited to meet the individuals' specific employment needs
- Individuals in Order of Selection Delayed Status (04) shall be contacted at least once in the first 90 days after being placed in deferred status and periodically monitored as long as they remain in that status if they request follow up. Contact and monitoring lists will be computer generated with minimal efforts required of staff. USOR will also maintain the individual's client records to include documentation on the nature and scope of any information and referral services provided.

#### Order of Selection: Change in Priority Levels

- USOR will open and close priority categories as needed in FFY 2016 and beyond, so long as the order of the categories is maintained and the continuity of services to all individuals selected for its services is assured.
- USOR will use the individual's date of application to rank individuals within a priority category. This equitable and reasonable factor provides a method of selecting individuals from a waiting list when USOR has enough resources to serve some, but not all, individuals in that priority category.

### **B. The justification for the order.**

In FFY 2015 the USOR Executive Director determined resources were not available to provide vocational rehabilitation services to all eligible individuals through the program year. Consistent with state and federal laws and regulations, the Director established restrictions regarding priority categories for selecting the order in which otherwise eligible individuals will be served.

On February 25, 2015, USOR obtained approval from the Rehabilitation Services Administration to implement an Order of Selection (OOS), which went into effect on February 27, 2015, due to the lack of adequate financial and personnel resources to provide services to all eligible clients.

Factors contributing to this lack of adequate resources include:

- Limited state funds to match available federal VR funds — USOR is not in a position to accept reallocation dollars at levels from preceding years due to issues with state match requirements and legislative intent. In addition, USOR experienced an increase in the number of referrals, applications and clients served. USOR went from serving 20,584 clients in FFY 2007 to 29,679 in FFY 2014, which is a 44.18 percent increase.
- Inadequate staff coverage to meet the needs of clients — Between FFY 2007 and FFY 2014, the client-to-counselor ratio increased from 176:1 to 221:1.
- Increased expenditures — From FFY 2007 to FFY 2014, client expenditures increased approximately 49 percent due to both the increased number of clients served and increases in the cost of services such as diagnostic, medical, restoration and training services.

### C. The service and outcome goals.

USOR estimates it will serve 21,474 individuals in FFY 2017 with an expected goal of 2,464 successful employment outcomes.

In November 2015 of FFY 2016, USOR opened Category 1 (MSD) and started to move eligible clients off the waiting list for services. USOR intends to keep Category 1 (MSD) open during FFY 2016 and FFY 2017. In January 2016, USOR opened Category 2 (SD) with the plan to release 1,500 of the approximately 3,200 eligible clients off the waiting list in this category over an eight-week period. USOR will continue to monitor its available financial resources through a case service expenditure modeling system to determine when it will be able to release additional clients from Category 2. At this time, USOR is not able to determine when Category 3 (D) will open. USOR estimates there will be 3,221 individuals classified in Category 3 (D). This estimate includes clients who had IPEs prior to the implementation of the Order of Selection. As these clients will continue to receive services, USOR estimates 1,651 of the 3,221 clients classified as Category 3 (D) will not receive services due to the Order of Selection.

The table projects FFY 2017 related outcomes and goals for USOR by priority category.

Priority Category	Number of Eligible individuals	Est. Number of Individuals Successfully Employed After Receiving Services	Est. Number of Individuals Closed Unsuccessfully After Receiving Services	Time Within Which Goals are to Be Achieved	Cost of Services
Category 1 (MSD)	6,014	443	429	3 to 5 Years	\$ 5,904,145.90
Category 2 (SD)	12,240	1,871	1,480	2 to 3 Years	\$ 11,300,824.00
Category 3 (D)	3,221	148	39	0 to 2 Years	\$ 2,784,586.70

Priority Category	Number of Eligible individuals	Est. Number of Individuals Successfully Employed After Receiving Services	Est. Number of Individuals Closed Unsuccessfully After Receiving Services	Time Within Which Goals are to Be Achieved	Cost of Services
Totals	21,475	2,462	1,948	19,989,556.60	\$

**D. The time within which these goals may be achieved for individuals in each priority category within the order.**

As noted in Section 3, USOR intends to keep Category 1 (MSD) open during FFY 2016 and FFY 2017. As USOR continues to monitor its available financial resources through a case service expenditure modeling system, USOR intends to open Category 2 (SD) during the latter half of FFY 2016, with the goal of moving SD clients off of the waiting list into FFY 2017. At this time, USOR is not able to determine when Category 3 (D) will open. USOR estimates there will be 3,221 individuals classified in Category 3 (D). This estimate includes clients who had IPEs prior to the implementation of the Order of Selection. As these clients will continue to receive services, USOR estimates 1,651 of the 3,221 clients classified as Category 3 (D) will not receive services due to the Order of Selection.

**E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and**

Effective when all required approvals are in place and when management deems necessary, USOR will close all categories and place all eligible individuals not in plan on a waiting list. USOR will also place all subsequent applicants who are determined eligible for VR services on the waiting list. USOR will only provide services to eligible individuals who currently have an IPE and for whom services have been initiated. As resources become available individuals will be taken off of the waiting list in chronological order based on priority category and application date. Individuals with the Most Significant Disabilities (MSD) will be the first category served.

**2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.**

For FFY 2017, USOR has decided it does not have the resources to service eligible individuals with disabilities outside of the current Order of Selection who have an immediate need for equipment or services to maintain employment. USOR will continue to evaluate its available resources on a regular basis to determine when this option could be implemented.

**n. Goals and Plans for Distribution of title VI Funds.**

**1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.**

The Utah State Office of Rehabilitation (USOR) has set a goal to serve 200 individuals with Title VI funds through supported employment services during FFY 2017. During FFY 2014, USOR served 208 individuals eligible for supported employment and 180 in FFY 2015. During FFY 2015, 61 individuals eligible for supported employment services were closed as successfully employed in competitive and integrated settings. The implementation of the Order of Selection had an impact on USOR's ability to serve all clients, including those eligible for Supported Employment (SE). As USOR has opened the Priority Category 1: Individuals with the Most Significant Disabilities (MSD), USOR anticipates it will be able to increase the number of individuals receiving Title VI SE funding under Individualized Plan for Employments (IPEs). In addition, Goal 1.2 listed in this Unified Plan is specifically designed to continue to assess and improve the provision of SE and Customized Employment services provided in collaboration with Community Rehabilitation Programs (CRPs).

USOR reserves SE funds for clients who have been determined most significantly disabled and who have secured an extended support agency for long-term SE support. USOR has partnered with the Division of Services for People with Disabilities (DSPD) and the Division of Substance Abuse and Mental Health (DSAMH) to provide and transfer funding and supports for mutual clients. Though these are the primary agencies that USOR partners with for SE, there are other individual supports that may qualify as an extended support agency as provided for in USOR policy.

USOR and DSPD, in partnership with the Utah Legislature, have secured ongoing funding for the Support Work Independence (SWI) program. This program provides state-funded supported employment supports for individuals who have accessed the vocational rehabilitation program and are on the waiting list for DSPD long-term supports. When the client is working successfully and is ready to transfer to DSPD for long-term support, state funds kick in for SE while the individual remains on the waiting list for other waiver supports. USOE also partners with DSPD for long-term SE for clients who are receiving waiver services from DSPD. These individuals are provided with long-term SE as well as the other designated living supports needed.

USOR and DSAMH are partnering to provide supported employment and extended supports to individuals who are suffering from severe and persistent mental illness (SPMI). Through the support and direction of DSAMH, the local mental-health agencies partner with USOR to provide the necessary treatment and employment supports necessary for individual success. Supported employment is fairly new to the mental-health agencies; therefore, many projects are in progress across the state. USOR partners with DSAMH with the Individual Placement Services (IPS) model and the SAMHSA Grant awarded for five years to support two local mental-health agencies with training and technical assistance to provide supported employment services. USOR is providing guidance on policy, milestone payments and facility requirements in order to partner with each project and local mental-health agency.

## **2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:**

### **A. the provision of extended services for a period not to exceed 4 years; and**

USOR has implemented service codes to reflect both adults and youth who qualify and are receiving supported employment supports. VR Counselors document the SE status of each client and provide services utilizing SE funds, and designating each individual as either an adult or youth. USOR has set aside 50% of SE funds to be used for youth with most significant disabilities ages 14-24 who are in need of supported employment supports. In order to qualify for use of these funds, the individual must be classified as someone with a most significant disability, access to an extended support

agency (DSPD, DSAMH, natural supports, etc.), and be between the ages of 14-24. USOR has provided guidance for staff and partners in the Client Service Policy Manual Chapter 30, for arranging extended supports for youth and adults with most significant disabilities. When appropriate, services and funding will be negotiated and transferred to the extended support agency. As laws, agencies, and federal guidance change, USOR is committed to amending and updating policies to provide SE supports to both adults and youth as appropriate. USOR has been expanding upon and developing resources for three supported employment pathways (Individual Placement and Support, Customized Employment, and Traditional Supported Employment) which lead to long term placement services through partnership with DSPD, USOE, DSAMH, and DWS. USOR continues to partner with UATT/UCAT to increase student access to any necessary and appropriate assistive technology needed for success.

USOR launched a school-to-work project, through ODEP's Employment First State Leadership Mentoring Program (EFSLMP), designed to braid funding, access partner agency supports, and provide a pathway for students with the most significant disabilities to competitive, integrated employment. USOR is partnering with SAMHSA and Local Mental Health Authorities/DSAMH to provide and expand supported employment services for youth and adults with severe and persistent mental illness, specifically with the IPS model. Through Customized Employment/Supported Employment, USOR is also providing services and supports for individuals with most significant disabilities in sheltered workshops earning sub-minimum wages, who want to participate in integrated and competitive employment and have access the community. USOR continues to develop training for internal staff and external service providers through the Supported Employment Coordinator position and a collaborative partnership with DSPD and DSAMH

## **B. how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.**

USOR has partnered with DSPD, DSAMH to create pathways for funding, teamwork and identifying community needs in order to provide SE supports. USOR is also working diligently with Department of Workforce Services (DWS), Utah State Office of Education (USOE), programs under Department of Human Services (DHS) and Corrections to identify all agencies who serve youth (including Division of Child and Family Services, Foster and Proctor Care, Youth in Custody, Juvenile Justice Services, etc.) Creating an atmosphere of team support and braided funding through these agencies will increase access to services for all youth, including those with most significant disabilities, and increase post-school outcomes, including employment.

## **o. State's Strategies**

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

### **1. The methods to be used to expand and improve services to individuals with disabilities.**

USOR has established policies to overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State Vocational Rehabilitation Services Program and State Supported Employment Services Program. To increase access to services and reduce barriers to access of services for both VR and core partners, Memorandums of Understanding



(MOUs) have been established with state and community partners regarding shared strategies and accessing VR programs. These MOUs include, but are not limited to, USOE, local school districts and charter schools, Division of Services for People with Disabilities, community service providers, Division of Substance Abuse and Mental Health, etc. These agreements outline shared visions and methods for coordinating services to be provided in order to increase access to Supported Employment services and thereby improve outcomes, reduce barriers and increase successful employment opportunities for the state's population of individuals with disabilities.

(1) The following strategies will be required in order to achieve the goals and priorities that were outlined in Section (1) State Goals and Priorities.

- Goal 1.1: Assist clients with identifying and connecting with community resources for services which support engaging in VR services

- o Strategy 1.1 (A): Increase counselor knowledge of resources available to clients to help them locate community resources that are needed for stability and supportive of VR services, including affordable shelter/housing, transportation, food, clothing and utilities

Activity A.1: Identify available resources in the community to help clients locate daily living resources

Activity A.2: Provide training to all counselors about available resources in their area

Activity A.3: Assign an agency liaison to obtain information from other agencies about available community resources, and add the information on the USOR/DRS staff website and public website

- Goal 1.2: Revise and improve the service delivery model for job-placement services provided by Community Rehabilitation Programs (CRPs)

- o Strategy 1.2: USOR will form a committee with agency staff and administrative representation to review and revise the service delivery models for Supported Employment (SE), Customized Employment (CE) and Supported Job-Based Training (SJBT).

Activity A.1: Review existing practices, including seeking input from counselors and providers, as a committee

Activity A.2: Provide recommendations about changes or additions to the model to improve customer choices and successful outcomes

Activity A.3: Help revise policies as appropriate and create training for counselors and outreach to providers to explain any changes to the model

Activity A.4: Develop a CRP manual to provide clear guidance and expectations for employment specialists working with VR clients

- Goal 1.3: Improve and expand VR services for transition-aged youth and students with disabilities

- o Strategy 1.3 (A): Increase agency resources and time devoted to providing transition services

Activity A.1: Increase the availability of information about services through expansion of social media

Activity A.2: Expand and enhance specific agency web resources for transition-aged students and youth, including targeted information for students, parents and teachers as well as counselor liaison assignments for each school

Activity A.3: Provide additional VR Counselor liaisons to schools across the state through reallocation of staff time and responsibilities

Activity A.4: Provide targeted outreach efforts to youth in custody, homeless youth, youth in foster care, youth with mental health and co-occurring disorders, etc.

o Strategy 1.3 (B): Increase outreach and collaboration with schools, i.e., special education, school administration, school counselors and 504 coordinators

Activity B.1: Increase counselor collaborative partnerships in schools through liaison meetings, IEP meetings, agency fairs, job readiness workshops, etc.

Activity B.2: Amend and maintain USOR/USOE Interagency Agreements at both the state and local levels to be more descriptive and comprehensive about the expectations on both sides

Activity B.3: Identify and develop programs serving students with disabilities to provide pre-employment transition services

- Goal 1.4: Expand capacity for pre-employment transition service (PETS) opportunities

o Strategy 1.4 (A): Provide training and information for staff, educators, service providers and community partners in pre-employment transition services

Activity A.1: Provide statewide training for agency staff on policies and procedures regarding provision of pre-employment transition services

Activity A.2: Provide information to educators, service providers and community providers on WIOA pre-employment transition service priorities

o Strategy 1.4 (B): Identify existing and develop new PETS programs

Activity B.1: Compile a list of existing service options that meet pre-employment service criteria

Activity B.2: Coordinate with CRPs, educators and other community service providers to develop and expand statewide PETS options

- Goal 1.5: Expand service delivery options for persons with disabilities who require supported employment services

o Strategy 1.5 (A): Increase outreach to individuals currently employed but making subminimum wages, youth at risk of entering sheltered work or segregated day programs at the time of secondary school exit, individuals at risk of being segregated in any type of subminimum wage entity, individuals leaving sheltered work and day-program settings, individuals with severe and persistent mental illness, etc.

Activity A.1: Identify sheltered work and day programs across the State of Utah that provide services to persons with disabilities

Activity A.2: Provide outreach and information to individuals who are interested in pursuing competitive integrated employment

Activity A.3: Expand opportunities for customized employment and discovery services to expand competitive integrated employment for these individuals

- o Strategy 1.5 (B): Increase outreach to sheltered work and day programs across the State of Utah who currently provide segregated settings with subminimum wage options for persons with disabilities

Activity B.1: Provide outreach and information regarding competitive integrated employment and vocational rehabilitation services to partner agencies that provide segregated settings with subminimum wage options for persons with disabilities

Activity B.2: Partner with agencies like Division of Services for People with Disabilities (DSPD) and State Office of Education (USOE) to provide training and professional development opportunities to community rehabilitation programs in order to provide community-based services and competitive integrated employment outcomes for the clients they serve

- Goal 1.6: Improve the provision, consistency and quality of statewide VR services for individuals who are blind and visually impaired

- o Strategy 1.6 (A): Transition supervision of VR counselors currently assigned to the Division of Services for the Blind and Visually Impaired (DSBVI) to the Division of Rehabilitation Services (DRS)

Activity A.1: Provide training to DRS supervisors and directors to increase knowledge and understanding for the specific needs and services for individuals who are blind and visually impaired

Activity A.2: Provide targeted training to VR Counselors for the blind and visually impaired improve knowledge and application of VR program services and policies

Activity A.3: Conduct regular meetings between DRS and DSBVI staff to coordinate VR Program, Business Enterprise Program, Orientation and Mobility Training, Adjustment Training and other available services to meet the needs of individuals who are blind and visually impaired

Activity A.4: Begin to transition VR counselors who are assigned at DSBVI locations into combined DRS counseling offices as appropriate

- o Strategy 1.6 (B): Create a statewide committee comprised of VR Counselors for the blind and visually impaired, supervisors and agency leadership

Activity B.1: Develop a learning collaborative to assess needs, identify supports and share information to strengthen service provision to individuals who are blind and visually impaired

Activity B.2: Identify and address ongoing cross training needs for all VR counselors on services and supports for working with individuals who are blind and visually impaired

- o Strategy 1.6 (C): Increase outreach to individuals who are blind and visually impaired

Activity C.1: Establish and maintain local level VR Counselor liaisons to the Utah Schools for the Deaf and Blind

Activity C.2: Update electronic and accessible materials regarding information, services and resources for individuals who are blind and visually impaired

Activity C.3: Provide Job Readiness Workshops to students and youth who are blind and visually impaired

## YEAR TWO (2017-2018)

- Goal 2.1: Assist clients in developing self-advocacy skills

- o Strategy 2.1 (A): Increase counselor skill level and access to resource materials to help them teach clients self-advocacy

Activity A.1: Develop pamphlet and issue brief on self-advocacy for counselors to utilize in their sessions with clients

Activity A.2: Conduct statewide training for counselors on understanding self-advocacy and effective self-advocacy skill building

- o Strategy 1.2 (B): Increase counselor knowledge about other available programs to help clients learn self-advocacy skills

Activity B.1: Partner with agencies that provide self-advocacy training, including independent living centers, Disability Law Center, Utah Parents Center, CRPs, etc.

Activity B.2: Disseminate information to agency staff and clients about available programs

Activity B.3: Evaluate opportunities to partner with other agencies to expand or adapt opportunities for vocational rehabilitation clients to learn self-advocacy skills

- Goal 2.2: Expand career exploration and evaluation options for clients

- o Strategy 2.2 (A): Identify existing resources available to VR counselors and clients

Activity A.1: Utilize interest survey portals such as UtahFutures.org to provide clients self-directed interest assessments

Activity A.2: Engage in a pilot study of career assessment tools in VR district offices to determine which tests are cost and time effective in assisting counselors with comprehensive assessment of the client's job interests and abilities

- o Strategy 2.2 (B): Establish standardized internal testing and fee-for-service options for career assessment testing

Activity B.1: Conduct statewide training on basic career exploration tools with VR counselors to provide on-site testing capabilities for basic academic and interest assessments

Activity B.2: Identify and form vendor partnerships with external businesses that can provide testing-based career assessments

- Goal 2.3: Assist clients with developing life skills such as interpersonal communication, money and time management

- o Strategy 2.3 (A): Expand the availability of, and counselor access to, life-skills training for clients by increasing capacity and removing any barriers to access

Activity A.1: Evaluate results from current service providers by analyzing who is using the service and if results are successful

Activity A.2: Identify additional CRPs that are able to provide services in these areas

- o Strategy 2.3 (B): Identify additional resources that offer life-skills training

Activity B.1: Survey partners such as DWS and DSPD about possible resources

Activity B.2: Evaluate use of service category entitled “Disability Adjustment and Life Skills Restoration Services” to see if services are meeting need and/or whether resources need to be expanded

Activity B.3: Continue to approve additional vendors as appropriate

- Goal 2.4: Increase collaboration and coordination with partner community agencies whose goals, services and laws align with providing competitive integrated employment and career opportunities for persons with disabilities

- o Strategy 2.4 (A): Align policies and procedures for supported employment with Centers for Medicare and Medicaid Services’s new Home- and Community-Based Services (HCBS) settings rule and Utah’s Employment First Legislation

Activity A.1: USOR will provide an agency representative on strategic planning committees with agencies involved in current laws and legislation regarding persons with the most significant disabilities and decreasing acceptance of subminimum wages

### YEAR THREE (2018-2019)

- Goal 3.1: Increase the number of ethnic and racial minority populations served

- o Strategy 3.1 (A): Increase outreach to and partnerships with Native American Tribes within Utah

Activity A.1: Ensure there is a current Memorandum of Understanding (MOU) with the Ute Mountain Ute Tribal 121 Program and provide technical assistance, outreach and training, and ongoing coordination of client services (per the MOU)

Activity A.2: Coordinate a basic VR presentation to the chairs and/or chiefs of the Paiute, Navajo, Goshute, Northern Shoshone, and Ute tribes of Utah

Activity A.3: Schedule follow-up presentations to the tribal councils, Indian health, welfare and employment services to promote VR services for Native Americans with disabilities

Activity A.4: Maintain an agency liaison and local district liaisons to each Native American tribe or band to provide outreach and referral, cement relationships and remove barriers to assure that all potentially eligible individuals can access VR services

- o Strategy 3.2 (B): Increase outreach to and improve relationships with individuals in the Asian communities

Activity B.1: Identify additional groups with relationships to the Asian communities in Utah

Activity B.2: Maintain a liaison to meet with and offer education to these groups

- Goal 3.2: Increase Job Readiness skills in VR clients as they prepare to enter the workforce

- o Strategy 3.2 (A): Collect and provide job-readiness skill training options to clients

Activity A.1: Identify existing job-readiness resources and services available to clients

Activity A.2: Coordinate with other agencies and community partners to offer clients increased job-readiness skills training

Activity A.3: Expand USOR staff-provided job-readiness workshops and job clubs to clients

- Goal 3.3: Improve coordination between USOR and employers to benefit clients in obtaining competitive integrated employment and career exploration opportunities

- o Strategy 3.3 (A): Expand outreach efforts to employers to ensure USOR better meets their needs while improving opportunities for VR clients

Activity A.1: Utilize existing relationships with the Governor's Committee for Employment of People with Disabilities, Choose to Work (CTW) and DWS to identify employer needs provide opportunities for VR Counselors to connect with community employers

Activity A.2: Utilize VR Business Relations Team and CTW to provide training and information to employers on the benefits of hiring individuals with disabilities

Activity A.3: Provide staff training on opportunities for developing and coordinating On-the-Job Training, work-based training, internships and apprenticeships to better service client and employer needs

- Goal 3.4: Provide improved services to persons with disabilities who are experiencing segregated employment, subminimum wages, or sheltered work and day-program supports in order to increase competitive integrated employment

- o Strategy 3.4 (A): USOR will provide training to staff regarding supported employment, customized employment and discovery, behavior intervention strategies, etc.

Activity A.1: USOR will provide specific training on cognitive and development disabilities as well as any other population who are most at risk for experiencing subminimum wages and sheltered work.

? Activity A.2: USOR will partner with agencies to model practices and receive training from those who provide supported employment services and specialize in evidenced-based practices to increase competitive integrated employment outcomes for specific populations, including the Division of Services for People with Disabilities (DSPD), Division of Substance Abuse and Mental Health (DSAMH), Utah State Office of Education (USOE), Special Education (USOE SpEd), Community Rehabilitation Programs (CRP), etc.

o Strategy 3.4 (B): USOR will update policies and procedures to provide supported employment and customized employment to clients in order to assist them in leaving segregated employment settings and gaining competitive integrated employment in their community.

Activity B.1: USOR will update policies chapters, as needed, to better align with providing the necessary supports and services that persons with the most significant disabilities will need, to prevent segregated employment and subminimum wages.

#### YEAR FOUR (2019-2020)

- Goal 4.1: Increase outreach and services to veterans with disabilities

o Strategy 4.1: Improve coordination of services between USOR and the Veterans Affairs (VA) to more effectively serve veterans with disabilities

Activity A.1: Review and revise current Cooperative Agreement between USOR and the Veterans Affairs

Activity A.2: Assign local liaisons to interface between USOR districts and local VA offices

Activity A.3: Coordinate services between USOR and the VA by inviting VA representatives to visit local VR offices and offer USOR staff trainings

- Goal 4.2: Improve outreach and coordination of services to individuals served with substance-abuse-related disabilities

o Strategy 4.2 (A): Increase collaboration between outside agencies and individuals who serve individuals with substance-abuse disabilities and VR

Activity A.1: Identify current treatment centers in each region providing recovery services to individuals with substance-abuse disabilities

Activity A.2: Identify opportunities to create liaison relationships with treatment centers at the local level to enhance outreach and encourage appropriate referrals

o Strategy 4.2 (B): Increase counselor knowledge and skills regarding serving individuals with substance-abuse disabilities

Activity B.1: Identify available training resources for counselors to increase skills in working with substance-abuse treatment issues.

Activity B.2: Provide ongoing training for VR counselors on policies and treatment models for working with individuals with substance-abuse-related disabilities

- Goal 4.3: Provide improved services to ex-offenders with disabilities to increase employment and independence through increased rehabilitation rates and decreased recidivism

- o Strategy 4.3 (A): Increase coordination of services between agencies and service providers working with ex-offender and incarcerated populations.

Activity A.1: Participate in statewide multiagency initiative “Achieving Success through Collaboration Engagement and Navigated Transition” (ASCENT)

Activity A.2: Assign staff liaisons to jails, prisons, treatment resource centers (TRCs), halfway houses and ASCENT committee

Activity A.3: Identify potential referrals from TRCs, halfway houses and other offender programs, and coordinate rehabilitation services

Activity A.4: Partner directly with Juvenile Justice Services (JJS) through assigned liaisons and a statewide point of contact to allow for effective two-way coordination of services

- o Strategy 4.3 (B): Improve training for USOR staff to improve their skill sets for working with offender populations

Activity B.1: Expand cross-training between USOR and JJS staff through increased local-level trainings and have assigned USOR personnel attend offender-focused conferences such as the annual Youth in Custody conference

Activity B.2: Provide statewide staff training on the transition process of reentry and reintegration

## **2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.**

USOR continues to make sure that individuals with disabilities are provided appropriate assistive technology (AT). USOR and DRS continually evaluate the effectiveness of the current service and referral system and make improvements as necessary. New counselors receive presentations about AT, and counselors receive ongoing training at agency events, open houses etc. USOR also has successfully advocated many years now for one-time funds from the state legislature to provide Independent Living with money for AT because USOR believes clients who receive such technology and become more independent at home are more likely to eventually become clients of the VR system and decide to seek employment.

## **3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.**

Several of the goals/activities listed in the section above are specific to outreach and service to individuals who are minorities and who have been identified as unserved or underserved. Several activities are also targeted toward individuals with the most significant disabilities; in particular



activities related to improving and expanding the provision of supported employment and customized employment services.

In addition, USOR maintains close relationships and partnerships with other state service agencies, including Human Services, regional Medicaid providers, and private and public mental and physical health providers to disseminate information about the USOR program and to encourage all people with disabilities who are seeking employment to apply for USOR services. USOR also maintains MOUs with schools and school districts to identify and offer services to transition-age clients in need. Additionally, USOR engages in a tri-annual Comprehensive Statewide Needs Assessment, which surveys statewide needs and deficits in services to all individuals with disabilities. As part of this survey, unserved and underserved populations are identified, and areas of service needs are assessed. With this information, USOR maintains an ongoing set of goals to improve outreach and services to those identified as underserved. Ongoing activities include direct-liaison relationships with local Native American tribal organizations, the Veteran's Assistance Program, and refugee and immigrant assistance programs.

#### **4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).**

USOR has a dedicated Transition Coordinator who has responsibilities such as improving the quality and consistency of transition services from USOR counselors to students and improving collaboration and coordination. USOR created policies and procedures for specific services for transition students with disabilities. Each district office maintains specific counselors as liaisons with local public and private schools, and specific Memorandums of Understanding (MOUs) are kept with each school and school district. VR counselors service individual students by meeting with their IEP teams and in specific VR meetings with students and their parents. Also, VR is expanding provision of Job-Readiness Workshops to schools in their local areas. The Job-Readiness Workshops cover aspects of self-discovery, job-readiness, job-seeking and job-keeping skills

#### **5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.**

USOR created a milestone payment program to streamline services and outcomes from Community Resource Providers (CRPs). USOR created a position for a statewide coordinator for Supported Employment and Customized Employment services who helps to oversee CRP activities. Additionally, USOR has a CRP committee that meets regularly and a CRP policy manual to provide guidance and consistency in services. The results of these efforts have been a significant increase in the total number of CRPs offering services to VR customers across the state. USOR is exploring options for assisting in the establishment of transition-focused CRP services through competitive state bidding.

#### **6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.**

USOR will work with all core partners to develop and monitor appropriate and relevant performance indicators, including those identified under Section 116 of WIOA. These will reflect the new, improved and expanded services of USOR.

## **7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.**

In addition to the individual agency initiatives outlined in this plan, DWS and USOR maintain a cooperative agreement to assist job seekers with disabilities to obtain employment through the CTW program. This program offers a specific and targeted way for both agencies to connect clients with disabilities to employment. The CTW employment specialists from both agencies are well versed in labor-market information, job-preparation tools, accommodation resources and job-development strategies. The CTW staff work collaboratively with primary counselors from both agencies to identify the level of service needed by the job seeker, provide support available and ensure employment goals and outcomes are met. In addition, USOR employs six benefits specialists who provide assistance and consultation to Social Security beneficiaries. One of the benefits specialists is funded by DWS to serve mutual clients

## **8. How the agency's strategies will be used to:**

### **A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;**

USOR will ensure that all of its goals, priorities and strategies are based on a statewide, comprehensive assessment, detailing both current and future needs. This strategy will be supported through ongoing program evaluation and customer feedback.

### **B. support innovation and expansion activities; and**

USOR will utilize customer feedback to identify service gaps, which then will be used to plan and support innovation and expansion activities. USOR engages in ongoing development of new and emerging services with existing Community Rehabilitation Programs to meet the needs of its customers. USOR is currently exploring developing Request for Proposals for Innovation and Expansion projects to provide new strategies and programs that will improve pre-employment transition services for students with disabilities.

### **C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.**

USOR is a partner in Employment First legislation to increase access and eliminate disparities in access to state VR Services and Supported Employment. Employment is the first and preferred option for individuals with disabilities. USOR partners with DSPD to ensure that supports are in place for individuals with intellectual disabilities, youth in post-high programs, and all individuals who are MSD and need customized or supported employment supports. USOR and DSPD collaborate to provide supported employment services to individuals on the DSPD waiting list through the provision of long-term funding from the Utah State Legislature. This partnership is a key initiative to eliminate systemic barriers to employment for individuals with disabilities. In addition, USOR continues seek out opportunities to support individuals with disabilities in competitive integrated employment. Additionally, USOR believes alignment with the Centers for Medicare and Medicaid Services's new

Home- and Community-Based Services (HCBS) settings rule will increase opportunities for competitive integrated employment opportunities. USOR will provide outreach and opportunities for individuals experiencing sheltered work or segregated day programs and sub-minimum wages to access VR services in order increase competitive integrated employment.

## **p. Evaluation and Reports of Progress: VR and Supported Employment Goals**

Describe:

**1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:**

**A. Identify the strategies that contributed to the achievement of the goals.**

USOR will provide an update for this section to report on the evaluation of progress for the VR Program Goals after the completion of the first program year of the Unified State Plan in 2017.

**B. Describe the factors that impeded the achievement of the goals and priorities.**

USOR will provide an update for this section to report on the evaluation of progress for the VR Goals after the completion of the first program year of the Unified State Plan in 2017; including identification of any factors that impeded the achievement of the goals and priorities.

**2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:**

**A. Identify the strategies that contributed to the achievement of the goals.**

USOR will provide an update for this section to report on the evaluation of progress for the Supported Employment Program Goals after the completion of the first program year of the Unified State Plan in 2017.

**B. Describe the factors that impeded the achievement of the goals and priorities.**

USOR will provide an update for this section to report on the evaluation of progress for the Supported Employment Goals after the completion of the first program year of the Unified State Plan in 2017; including identification of any factors that impeded the achievement of the goals and priorities.

**3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.**

USOR will provide an update for this section to report on the VR Program's performance under the new accountability indicators under Section 116 of WIOA after the completion of the first program year of the Unified State Plan in 2017.

#### **4. How the funds reserved for innovation and expansion (I&E) activities were utilized.**

USOR will provide an update for this section to report on this section after the completion of the first program year of the Unified State Plan in 2017.

#### **q. Quality, Scope, and Extent of Supported Employment Services.**

Include the following:

##### **1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.**

USOR continues to work with DSPD to identify eligible individuals based on the priorities set in the cooperative agreement to be served by these reserved funds, including:

(1) The quality, scope and extent of supported employment services provided to individuals with the most significant disabilities

Quality: USOR maintains high quality in supported employment services by establishing and applying SE program standards for USOR SE vendors. These standards prescribe minimum customer outcomes and identify program procedures that must be followed for a provider to receive funds. A newly implemented quality assurance checklist for provider reviews every two years requires certifications, continuing education requirements, consumer satisfaction, review of complaints and concerns, and an action plan for continuing services for USOR.

USOR created specific policy based on the provision of supported employment services. The main service provided under SE is job coaching. USOR requires all employment specialists to be trained and have certifications prior to providing services to SE clients. Employment specialists from providers who do not meet the minimum qualifications cannot work with VR clients. The monitoring of SE service providers is by the CRP Review Committee (Facilities Coordinator, SE Coordinator, Field Services Director). This monitoring is conducted by assessing the application of USOR program standards and outcomes. It includes a review of any complaints received and the results of surveys completed by counselors using the program for clients. The CRP Review Committee also reviews current providers and create updated, standardized expectations and a provider manual, and to provide input on milestone descriptions and payment processes.

USOR also partners with extended support agencies to train and set expectations for employment specialists in customized employment, discovery, and Individualized Placement Services (IPS). These services have been proven to meet the needs of persons with most significant disabilities (MSDs) who may need additional services and long-term supports in order to be successfully employed.

Scope: SE services are provided with Title VI, Part B funds on a fee-for-service basis (based on achievement of milestones) by SE service providers, including functional assessment of clients to perform in supported employment (supplemental to the assessment conducted by the counselor for purposes of establishing eligibility with Title I funds); life-skills training, job development, job analysis and client job matching; training by an employment specialist in job skills and behavioral expectations at the job site; training and support away from the job to ensure work performance; family support; and support to the employer to ensure client job retention. The same scope of services is provided by the extended service agency. Target populations in supported employment include persons with the most significant disabilities who qualify for ongoing support from the Division of Services for Persons with Disabilities (DSPD) or the Division of Mental Health (DMH), or individuals who have ongoing support available from other sources, including private, Social Security and/or natural supports.

Extent: SE services are provided to eligible individuals according to their needs. Services are provided for a period not to exceed 24 months unless under special circumstances a longer period to achieve job stabilization has been jointly agreed to by the individual and the VR counselor and established in the Individualized Plan for Employment (IPE). SE services may be provided to students with disabilities in the school system as a part of a team with the school, extended services agency, VR, family etc.

## **2. The timing of transition to extended services.**

The transition of services from VR to the extended support service agency depends on the customer's needs and level of support. VR can provide long-term extended support on the job and employment specialist job coaching for up to 24 months or until the customer reaches an 80/20 level of intervention support. The 80/20 level of support is defined as needing less than 20 percent intervention by the employment specialist to successfully complete job tasks. For example, if a client is working 20 hours each week, the employment specialist would be intervening with job supports for four hours or less each week.

The VR Counselor is required to maintain communication with the Supported Employment (SE) team at least every three months. The SE team includes the VR counselor, customer, family members, extended services agency representative (i.e., support coordinator, mental-health worker, etc.), teacher (if a student), employment specialist or employer. The team will coordinate services by braiding funding to ensure the client has the support needed to be successful on the job. Once the client reaches an 80/20 level of support or 24 months (whichever comes first) and the team agrees, services and funding will be transferred to the identified extended services agency for long-term SE.

For youth and students with disabilities who qualify and need supported employment services, the transition to the extended services agency will occur when the client has graduated or aged out of the school system. The adult services agencies will continue to partner, braid funding and coordinate the transition of responsibility as appropriate.

## **Certifications**

Name of designated State agency or designated State unit, as appropriate      **Utah State Office of Rehabilitation**

Name of designated State agency      **Utah Department of Workforce Services**

Full Name of Authorized Representative:      **Darin Brush**

Title of Authorized Representative: **Division Director**

**States must provide written and signed certifications that:**

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA\*, and its supplement under title VI of the Rehabilitation Act.\*\* **Yes**
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; **Yes**
3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan\* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;\*\* **Yes**
4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; **Yes**
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. **Yes**
6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. **Yes**
7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; **Yes**
8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; **Yes**
9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. **Yes**

## **Footnotes**

---

### **Certification 1 Footnotes**

\* Public Law 113-128.

\*\* Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

### **Certification 2 Footnotes**

\* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

\*\* No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

\*\*\* Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

### **Certification 3 Footnotes**

\* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

\*\* Applicable regulations, in part, include the citations in \*\*\* under Certification 2 footnotes

## **Additional Comments on the Certifications from the State**

### **Certification Regarding Lobbying — Vocational Rehabilitation**

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

## **Statement for Loan Guarantees and Loan Insurance**

The undersigned states, to the best of his or her knowledge and belief, that:  
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization      **Utah State Office of Rehabilitation**

Full Name of Authorized Representative:      **Darin Brush**

Title of Authorized Representative:      **Division Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to MAT\_OCTAE@ed.gov

## **Certification Regarding Lobbying — Supported Employment**

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.



(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

## **Statement for Loan Guarantees and Loan Insurance**

The undersigned states, to the best of his or her knowledge and belief, that:  
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization      **Utah State Office of Rehabilitation**

Full Name of Authorized Representative:      **Darin Brush**

Title of Authorized Representative:      **Division Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>).

## **Assurances**

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:**The State Plan must provide assurances that:**

### **1. Public Comment on Policies and Procedures:**

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

### **2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:**

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

### **3. Administration of the VR services portion of the Unified or Combined State Plan:**

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

**a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.**

**b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.**

The designated State agency or designated State unit, as applicable (B) has established a State Rehabilitation Council

**c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.**

**d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).**

**e. the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.**

The designated State agency allows for the local administration of VR funds Yes

**f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.**

The designated State agency allows for the shared funding and administration of joint programs: Yes

**g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.**

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. No

**h. the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.**

**i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act .**

**j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.**

**k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.**

**l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.**

**m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.**

#### **4. Administration of the Provision of VR Services:**

The designated State agency, or designated State unit, as appropriate, assures that it will:

**a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.**

**b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act .**

**c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act?**

Agency will provide the full range of services described above      **No**

**d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.**

**e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.**

**f. comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.**

**g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.**

**h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act.**

**i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs**

**j. with respect to students with disabilities, the State,**

- i. has developed and will implement,**
  - A. strategies to address the needs identified in the assessments; and**
  - B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and**
- ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).**

## **5. Program Administration for the Supported Employment Title VI Supplement:**

**a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.**

**b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.**

**c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.**

## **6. Financial Administration of the Supported Employment Program:**

a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

## **7. Provision of Supported Employment Services:**

a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

b. The designated State agency assures that:

- i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act
- ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

**Additional Comments on the Assurances from the State**

## **VII. Program-Specific Requirements For Combined State Plan Partner Programs**

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program—and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.\* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on [www.regulations.gov](http://www.regulations.gov) for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ETA-2015-0006.

---

\* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

## Appendix 1. Performance Goals for the Core Programs

Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

### Instructions: Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the first two years of the plan.

**Table 1. Employment (Second Quarter after Exit)**

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	61.00	65.00	61.00	65.00
Dislocated Workers	79.00	79.00	79.00	79.00
Youth	61.00	67.00	61.00	67.00

Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	73.00	60.00	73.00	60.00
Vocational Rehabilitation</	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

#### Requested Revision(s)

The state must correct the figures entered for Proposed/Expected Goals to reflect those goals originally published by the state for public comment. The state must delete any revised goals, and enter their original proposed plan goals, because the proposed goals in the plan were required to be published for public comment.

### Table 2. Employment (Fourth Quarter after Exit)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	74.00	67.00	74.00	67.00
Dislocated Workers	83.00	72.00	83.00	72.00
Youth	74.00	60.00	74.00	60.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	73.00	73.00	73.00	73.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

#### Requested Revision(s)

The state must correct the figures entered for Proposed/Expected Goals to reflect those goals originally published by the state for public comment. The state must delete any revised goals, and enter their original proposed plan goals, because the proposed goals in the plan were required to be published for public comment.

### Table 3. Median Earnings (Second Quarter after Exit)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	5,507.00	5,400.00	5,600.00	5,400.00

Dislocated Workers	7,968.00	7,700.00	8,000.00	7,700.00
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	5,598.00	5,598.00	5,600.00	5,598.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

#### Requested Revision(s)

The state must correct the figures entered for Proposed/Expected Goals to reflect those goals originally published by the state for public comment. The state must delete any revised goals, and enter their original proposed plan goals, because the proposed goals in the plan were required to be published for public comment.

### Table 4. Credential Attainment Rate

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	30.00	42.00	30.00	42.00
Dislocated Workers	68.00	52.00	70.00	52.00
Youth	55.00	55.00	55.00	55.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

#### Requested Revision(s)

The state must correct the figures entered for Proposed/Expected Goals to reflect those goals originally published by the state for public comment. The state must delete any revised goals, and enter their original proposed plan goals, because the proposed goals in the plan were required to be published for public comment.

### Table 5. Measureable Skill Gains



Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	50.00	41.00	50.00	42.00
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

#### Requested Revision(s)

The state must correct the figures entered for Proposed/Expected Goals to reflect those goals originally published by the state for public comment. The state must delete any revised goals, and enter their original proposed plan goals, because the proposed goals in the plan were required to be published for public comment.

### Table 6. Effectiveness in Serving Employers

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 6

### Table 7. Combined Federal Partner Measures

Measure	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
---------	--	--	--	--

--	--	--	--	--	--	--	--

User remarks on Table 7

**Appendix 2. Other State Attachments (Optional)**